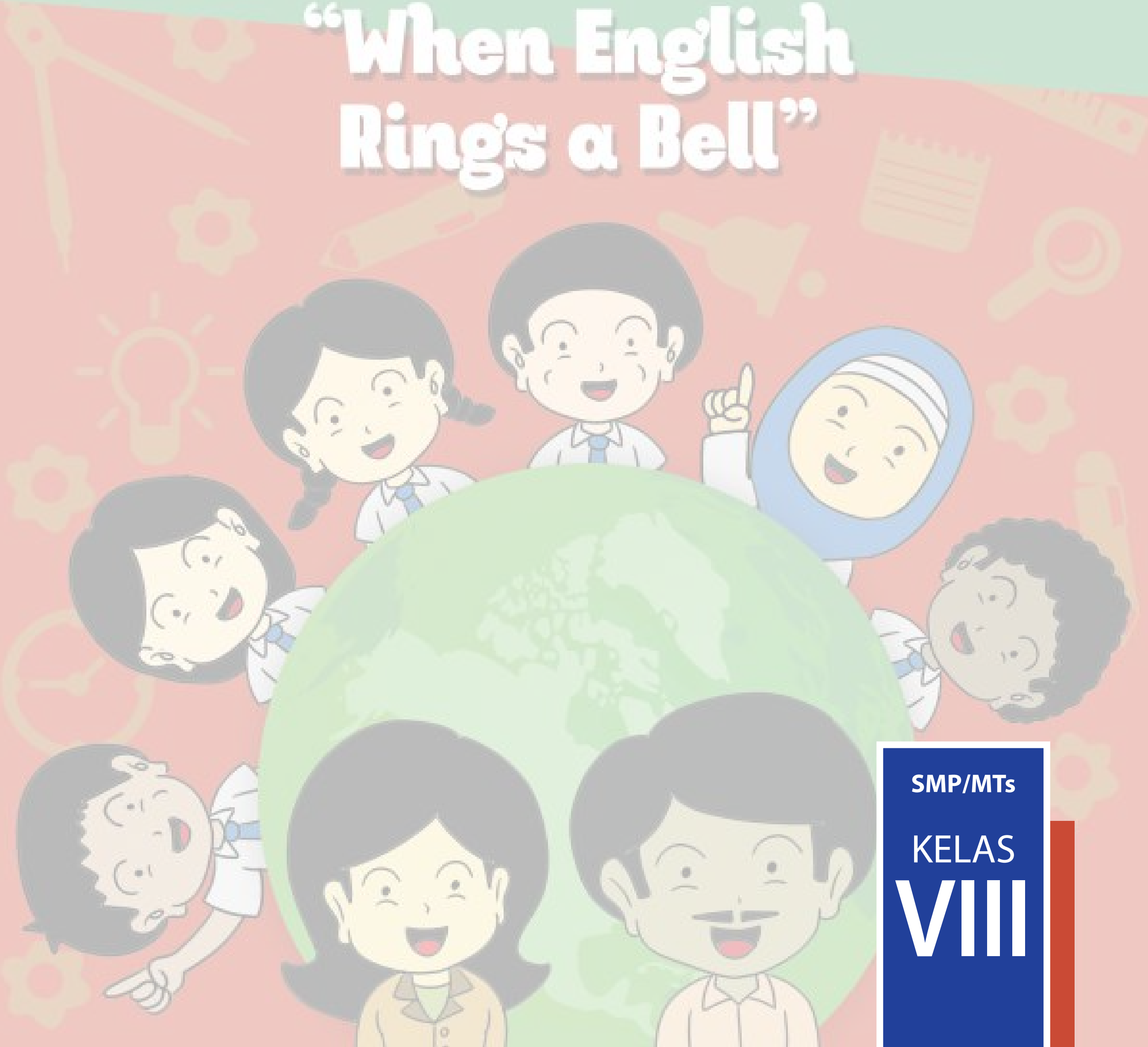
EDISI REVISI 2017

Bahasa Inggris

"When English Rings a Bell"



SMP/MTs

KELAS

VIII

Disklaimer: *Buku ini merupakan buku siswa yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku siswa ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan "dokumen hidup" yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan yang dialamatkan kepada penulis dan laman http://buku.kemdikbud.go.id atau melalui email buku@kemdikbud.go.id diharapkan dapat meningkatkan kualitas buku ini.*

Katalog Dalam Terbitan (KDT)

Indonesia. Kementerian Pendidikan dan Kebudayaan.
Bahasa Inggris, *When English Rings a Bell* / Kementerian Pendidikan dan Kebudayaan.-- . Edisi Revisi Jakarta : Kementerian Pendidikan dan Kebudayaan, 2017.
vi, 234 hlm. : ilus. ; 25 cm.

Untuk SMP/MTs Kelas VIII
ISBN 978-602-282-976-8 (jilid lengkap)
ISBN 978-602-282-978-2 (jilid 2)

1. Bahasa Inggris -- Studi dan Pengajaran I. Judul
II. Kementerian Pendidikan dan Kebudayaan

420

Penulis : Siti Wachidah, Asep Gunawan, Diyantari, dan Yuli Rulani Khatimah.

Penelaah : Helena Indyah Ratna Agustien, Rd. Safrina Noorman, dan Wawan Gunawan.

Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

Cetakan Ke-1, 2014 ISBN 978-602-1530-60-3 (jilid 2)
Cetakan Ke-2, 2017 (Edisi Revisi)
Disusun dengan huruf Myriad Pro, 11 pt.

Kata Pengantar

Bahasa Inggris adalah bahasa utama dalam komunikasi antarbangsa dan pergaulan dunia. Makin datarnya dunia dengan perkembangan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting bahasa Inggris tersebut.

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran abad ke-21. Di dalamnya terdapat pergeseran pembelajaran dari siswa diberi tahu menjadi siswa mencari tahu dari berbagai sumber belajar melampaui batas guru dan satuan pendidikan. Peran bahasa Inggris dalam model pembelajaran seperti itu menjadi sangat sentral mengingat lebih banyak sumber belajar yang menggunakan bahasa Inggris dibandingkan bahasa lainnya.

Sejalan dengan peran di atas, pembelajaran Bahasa Inggris untuk SMP/MTs Kelas VIII ini disusun untuk meningkatkan kemampuan berbahasa Inggris para siswa. Penyajiannya menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis dengan menempatkan bahasa Inggris sebagai sarana berkomunikasi, berpikir, dan mengolah rasa. Pemahaman terhadap jenis, kaidah, dan konteks suatu teks ditekankan sehingga memudahkan siswa menangkap makna yang terkandung dalam suatu teks dan menyajikan informasi, gagasan, pikiran, dan perasaan dalam bentuk teks secara kontekstual sehingga mudah dipahami orang lain. Komunikasi yang disajikan di sini adalah komunikasi sehari-hari. Bagi beberapa sekolah dan daerah yang telah mengajarkan Bahasa Inggris mulai dari kelas-kelas akhir SD/MI, materi yang disajikan perlu diperkaya dengan materi tambahan yang disesuaikan dengan kemampuan siswa, walaupun struktur pembelajarannya tetap mengacu pada model yang ada dalam buku ini.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan, dan keterampilan, kemampuan berbahasa Inggris dibentuk melalui pembelajaran berkelanjutan. Pembelajaran model ini dimulai dengan peningkatan kompetensi pengetahuan tentang jenis, kaidah, dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan, baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat. Pembelajaran berkelanjutan ini bermuara pada pembentukan sikap kesantunan berbahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, siswa diajak untuk berani mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku

ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam berbagai bentuk kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

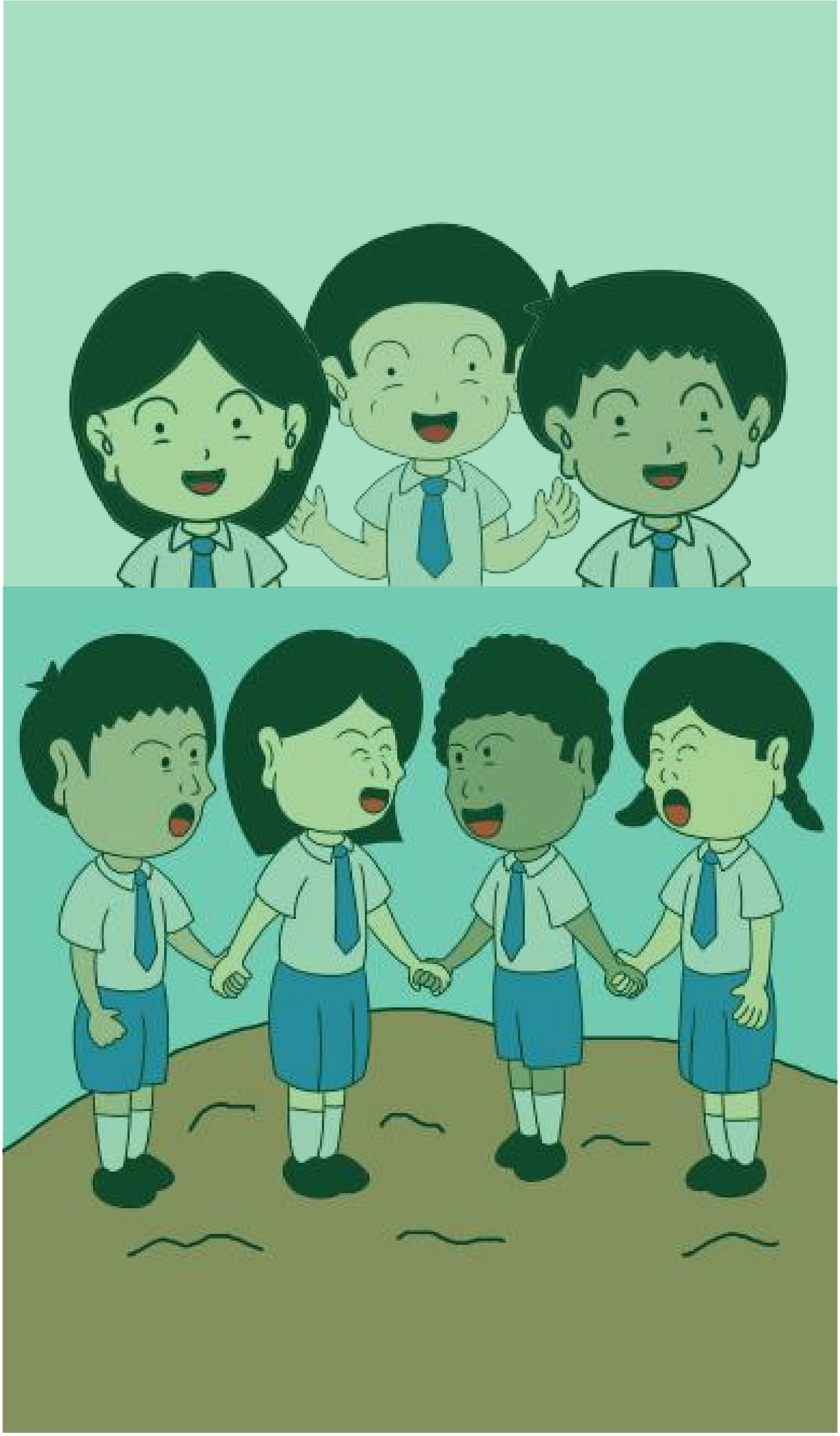
Sebagai edisi kedua, buku ini sangat terbuka terhadap masukan dan akan terus diperbaiki untuk penyempurnaan. Oleh karena itu, kami mengundang para pembaca untuk memberikan kritik, saran dan masukan guna perbaikan dan penyempurnaan edisi berikutnya. Atas kontribusi tersebut, kami mengucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

Jakarta, Juli 2016

Tim Penulis



Daftar Isi



Useful Tips!

- Make sure you know what you say. If you need to know a word in English or in Indonesian, ask your teacher or friends, for example:

  How do you say *'manggis'* in English?
  What is *'donkey'* in Indonesian?

- If you need to know how to say or write a word in English, ask your teacher or friends, for example:

  How do we say this word?
  How do you spell the word?

- If you find any difficulties, you can ask your teacher or your friends.
- You may go to your teacher and **friends** and ask questions or ask for help if you have any problems.
- Please use **a good dictionary**: an English-Indonesian Dictionary and an Indonesian-English Dictionary.

Chapter 1

It's English Time!

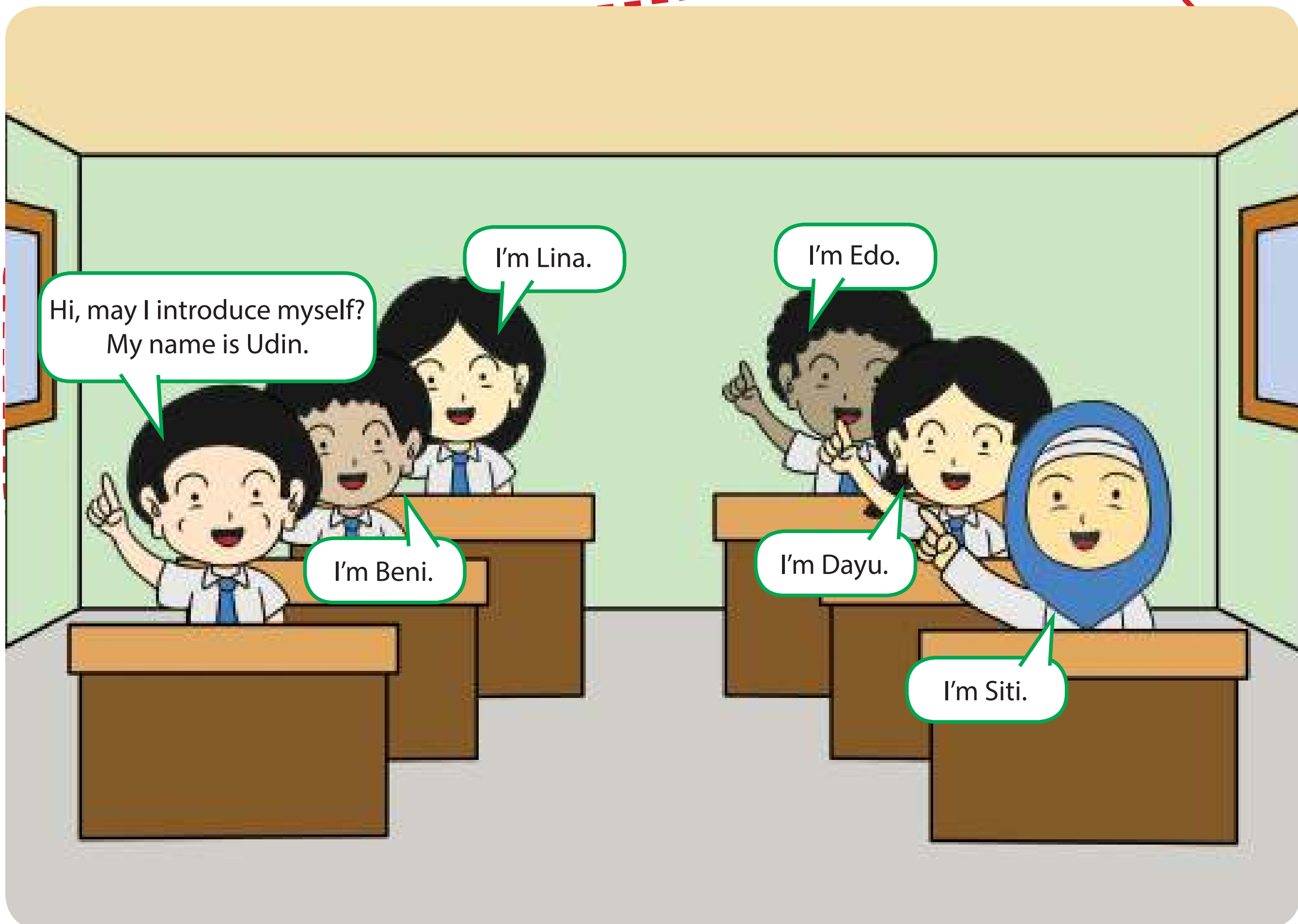




We will learn:

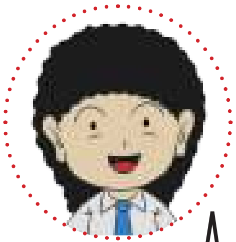
- to get attention,
- to check if we are understood,
- to show appreciation to others, and
- to tell what we or other people think of something.

Observing & Asking Questions



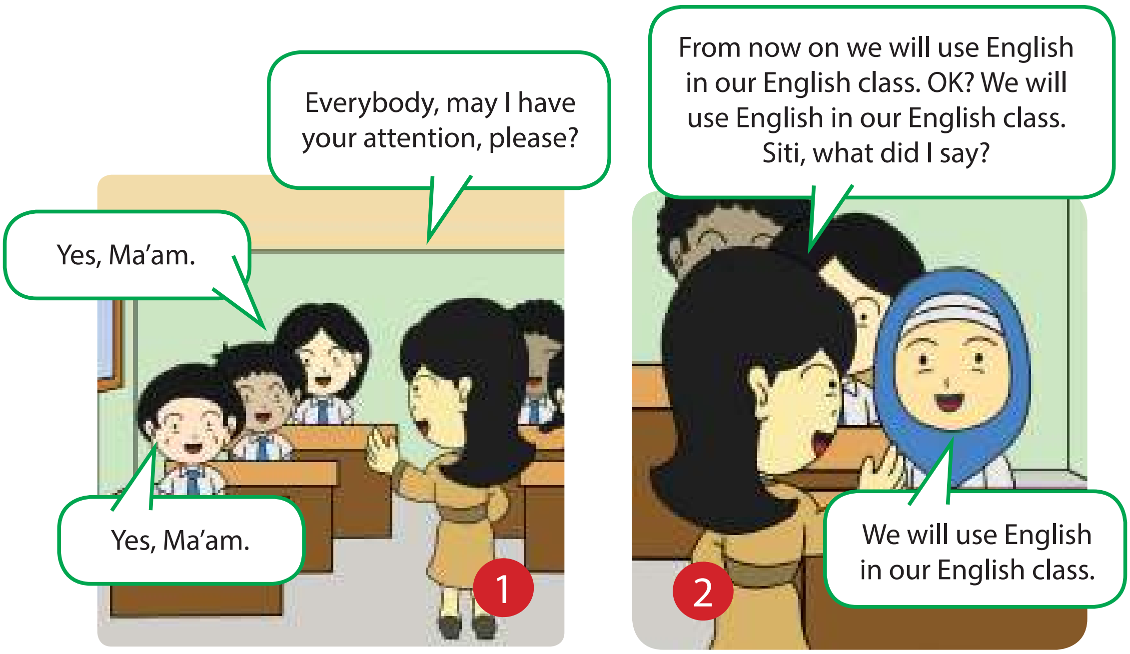
Observing & Asking Questions

We will play the roles of the students and the teachers in the conversations to get other people's attention.



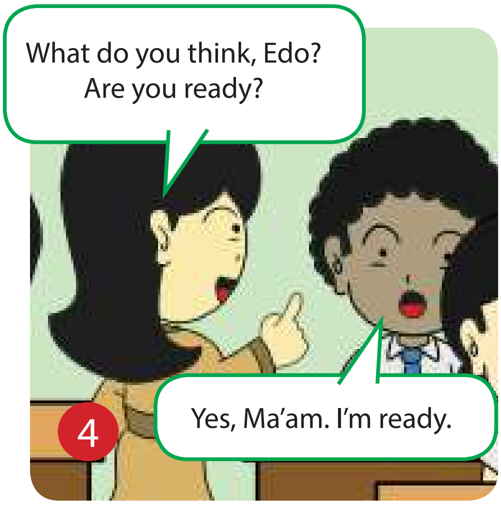
Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

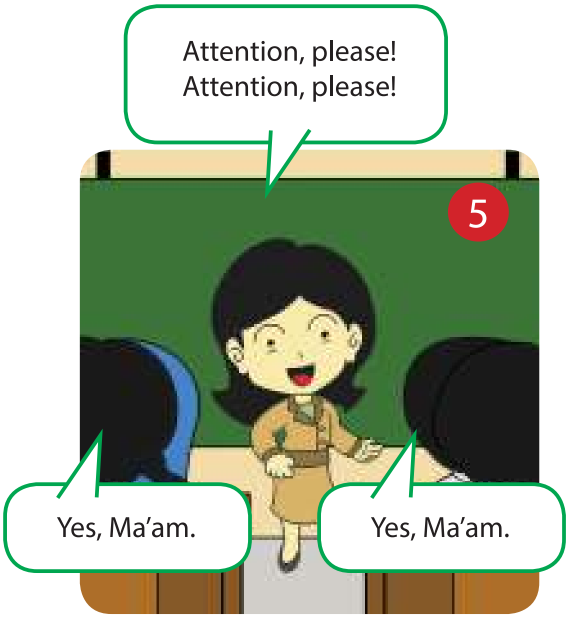
We will say the sentences loudly, clearly, and correctly.



Observing & Asking Questions

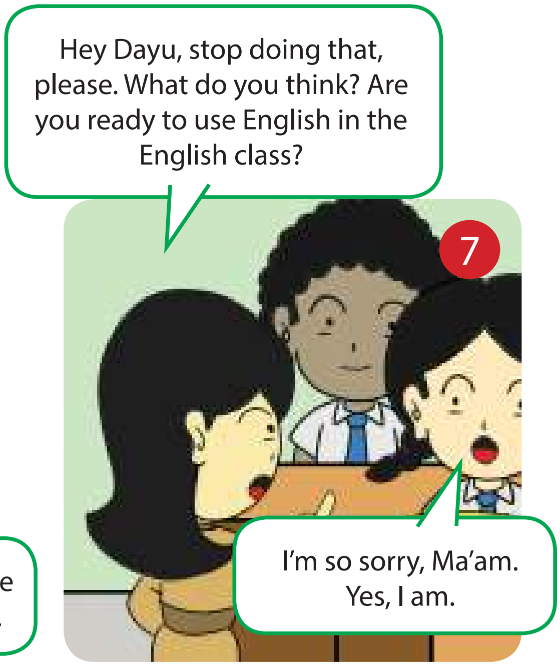






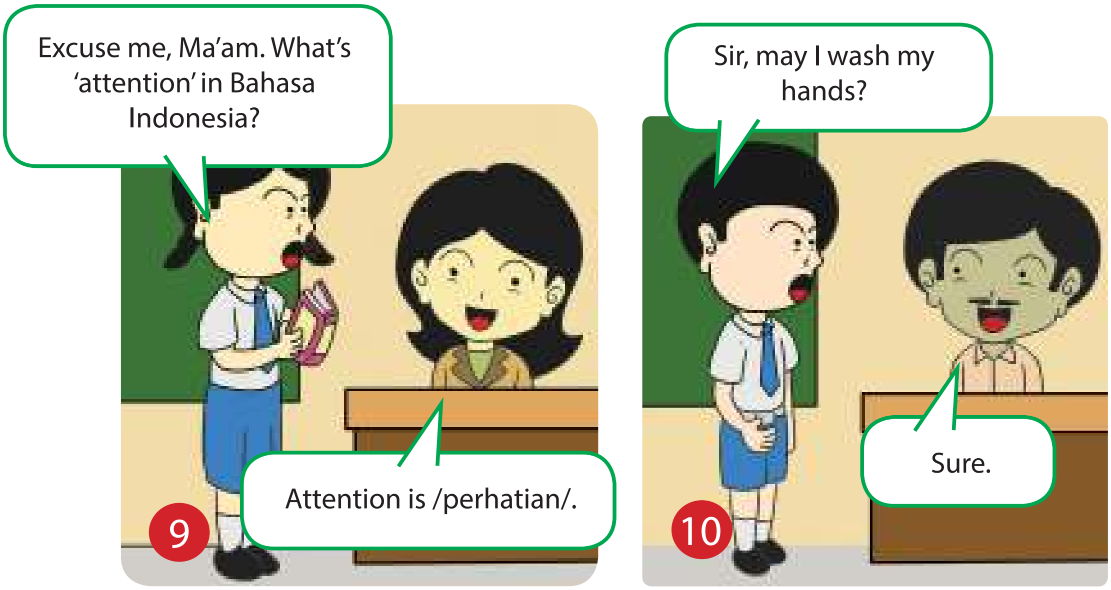
Observing & Asking Questions







Observing & Asking Questions

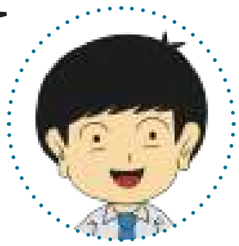




Collecting Information

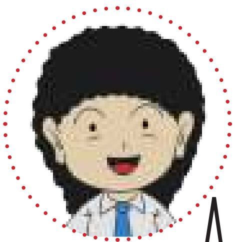
We will play the roles of the students and the teachers in the conversations to get other people's attention.

Here are what we will do. **First**, our teacher will ask what the teacher and the students in the conversations on page 4-7 say to get others' attention. We will listen to the questions carefully. **Second**, we will state what the teacher and the students say to get attention. **Finally**, in groups we wil do the same activity. We will take turns asking and answering questions.



We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions



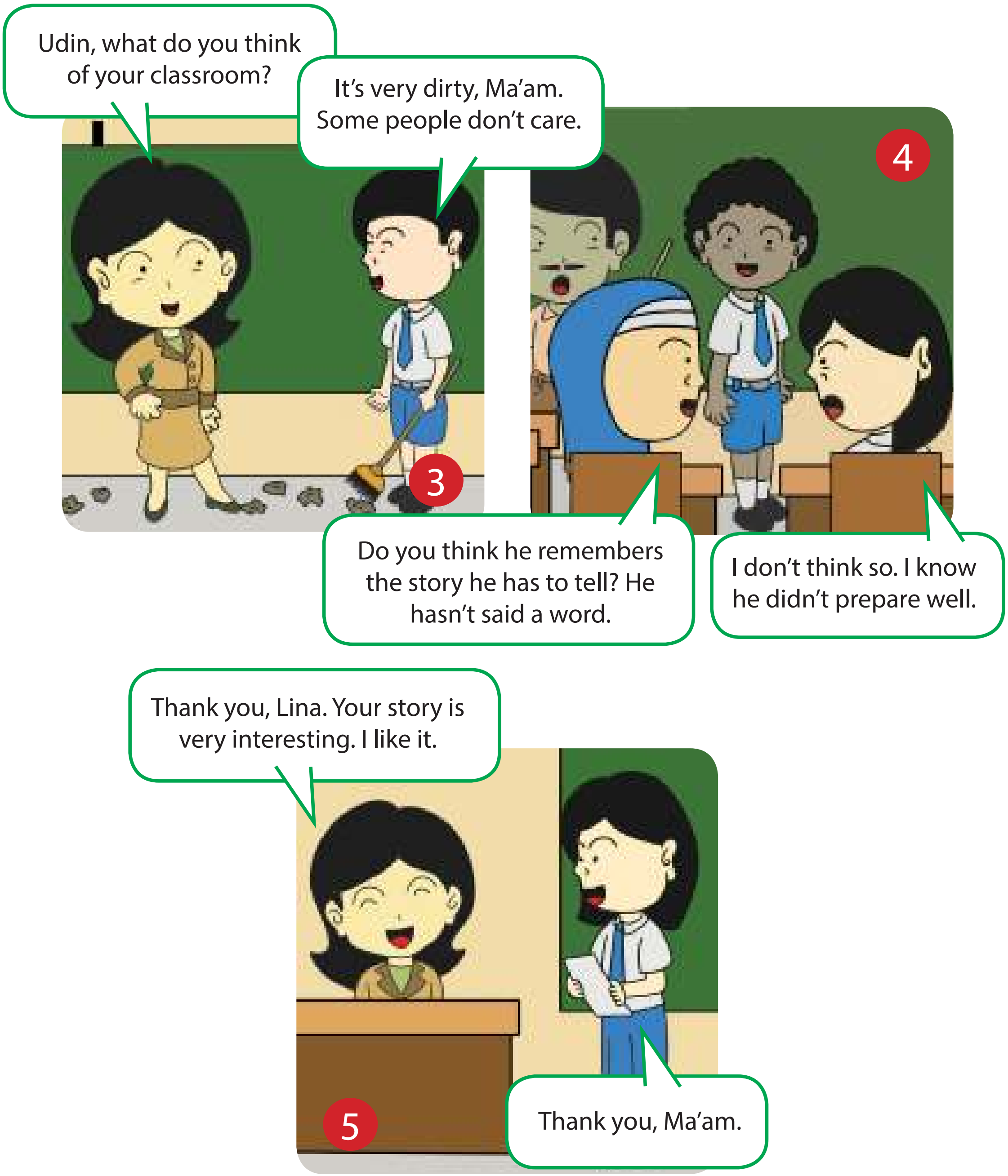
We will play the roles of the students and the teacher in the conversations to tell and ask what we or other people think of something.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

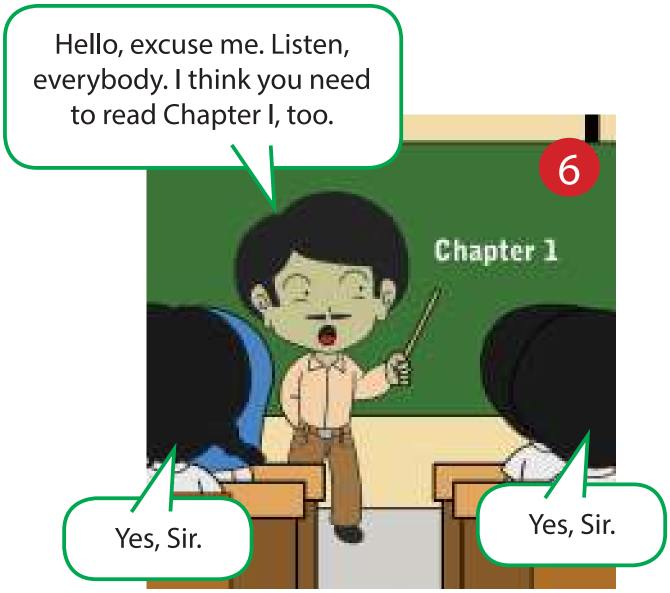
We will say the sentences loudly, clearly, and correctly.

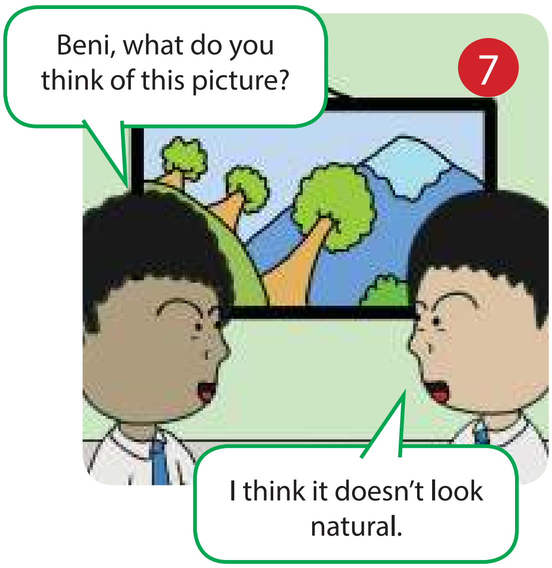


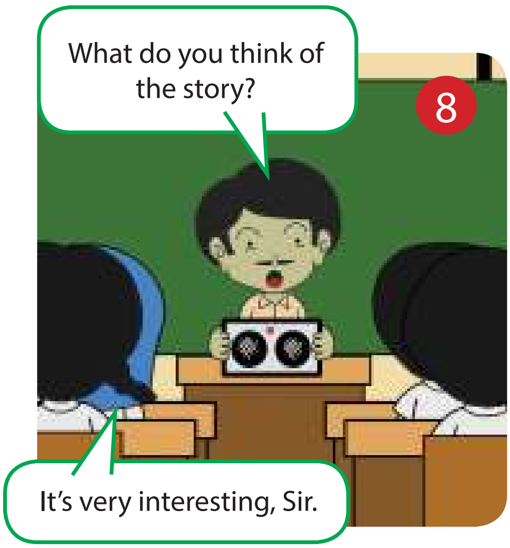
Observing & Asking Questions



Observing & Asking Questions







Collecting Information

We will ask our teacher what he/she thinks about some people and things in the classroom.

Here are what we will do. **First**, we will listen carefully to the examples. **Second**, we will repeat the example after him/her. **Then**, we will ask our teacher what he or she thinks about some people and things in the classroom.



We will say the sentences loudly, clearly, and correctly.



What do you think of our classroom?

I think it is a bit dirty, but it is big and tidy.





What do you think of Sita?

I think she's smart, but she is a bit talkative.





We will ask your classmates what they think about some people and things in the classroom. We will ask our teacher for help if we do not know the English words we want to say.

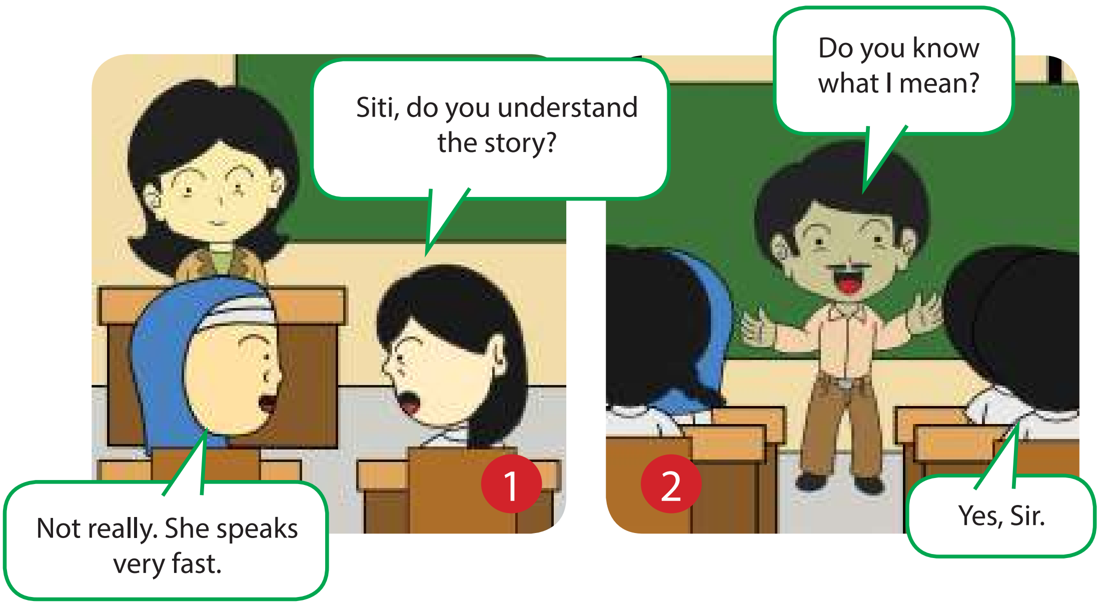
Observing & Asking Questions

We will play the roles of the students and the teachers in the conversations to check if they are understood.

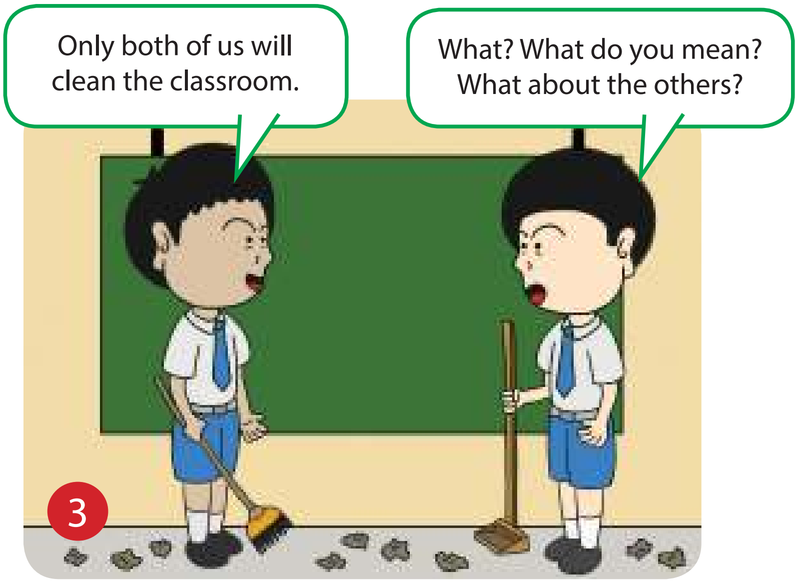
Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

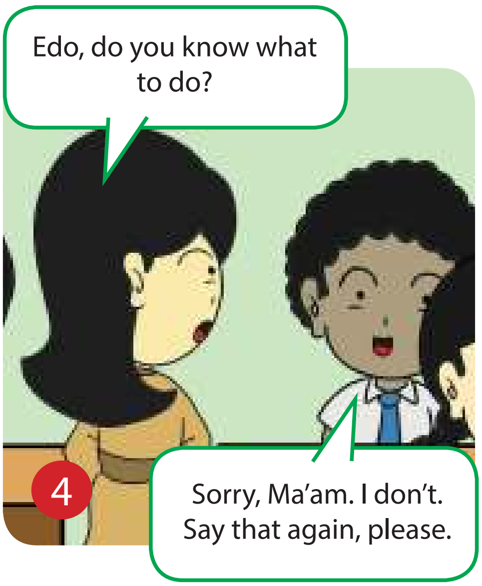


We will say the sentences loudly, clearly, and correctly.



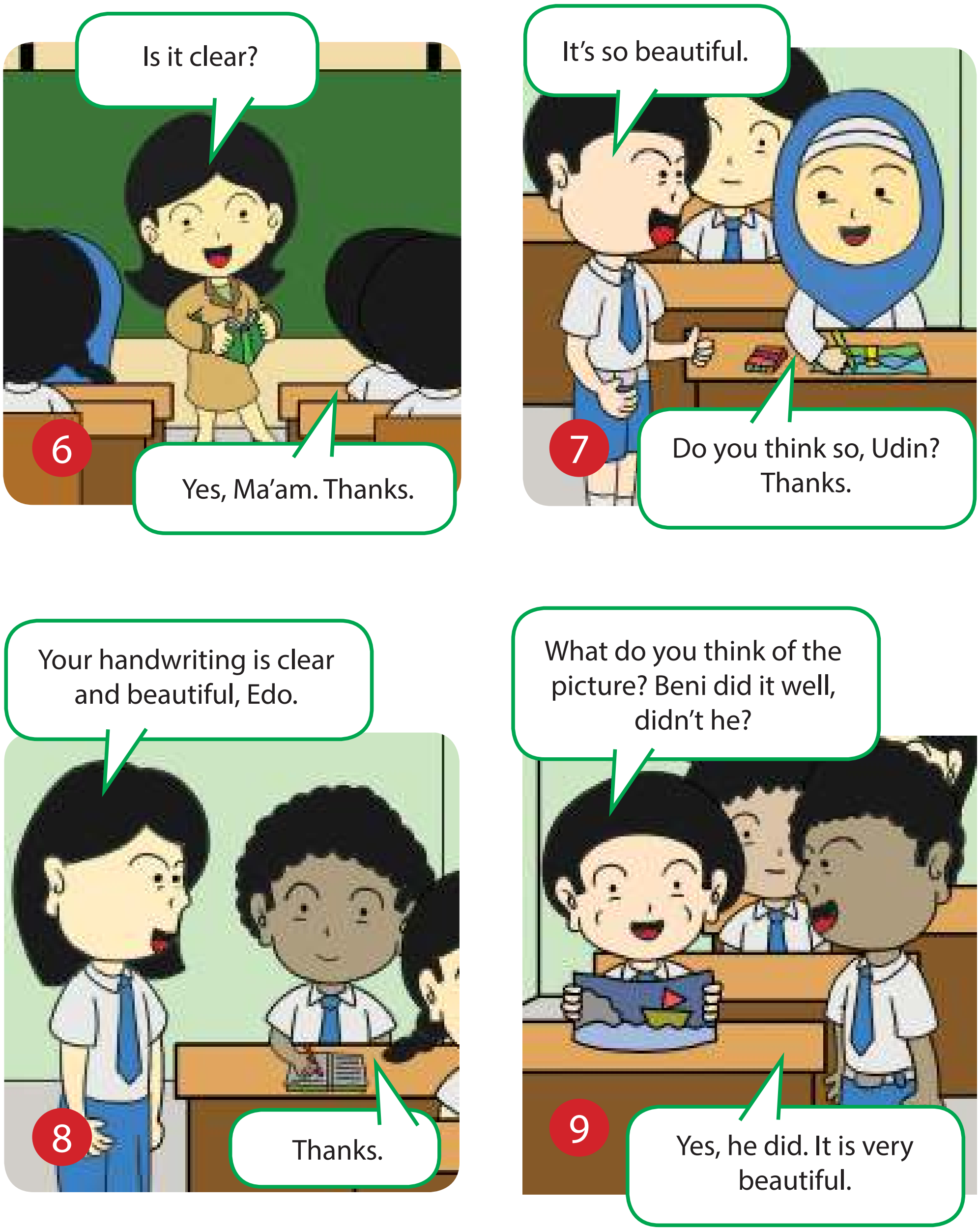
Observing & Asking Questions



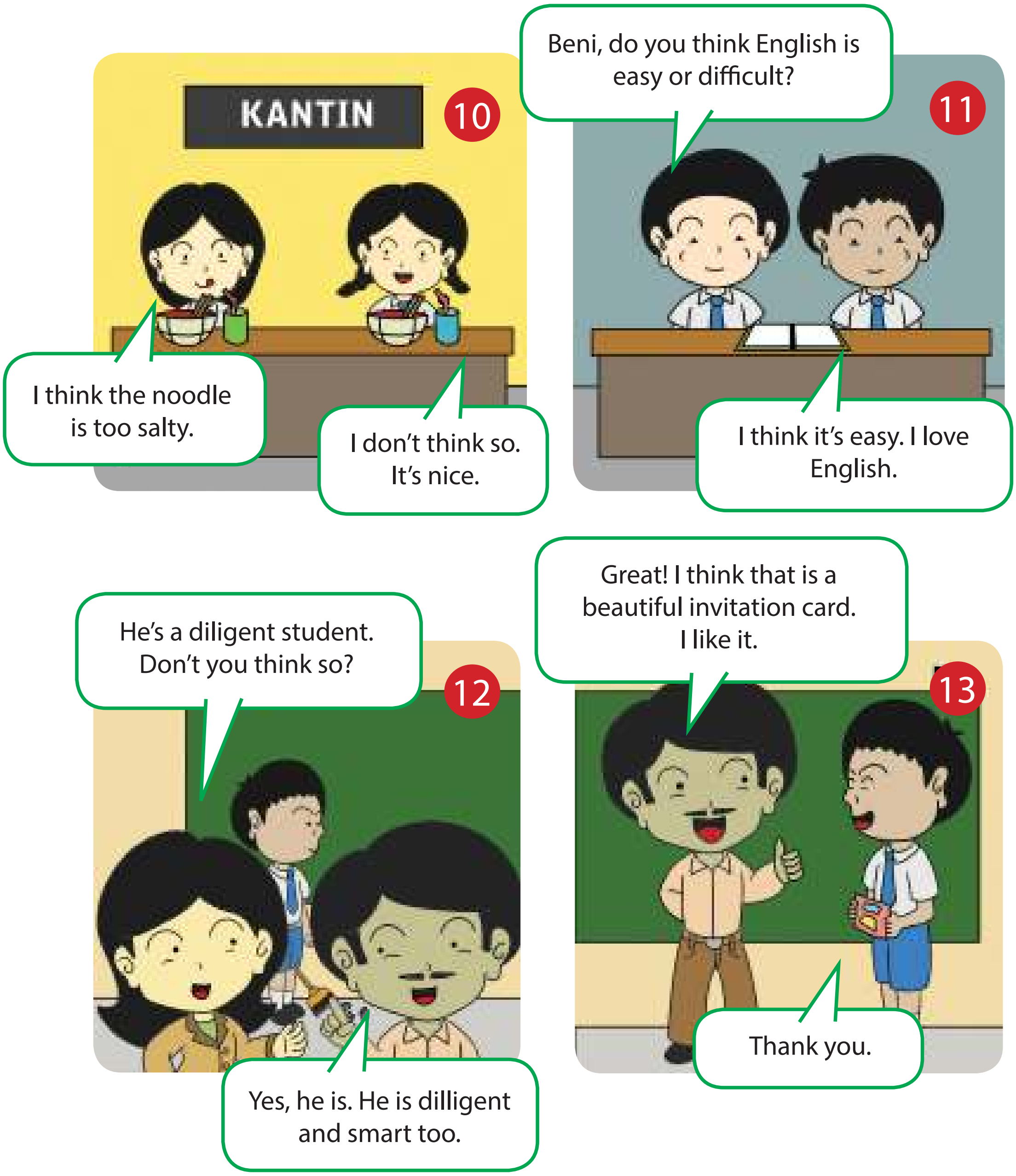




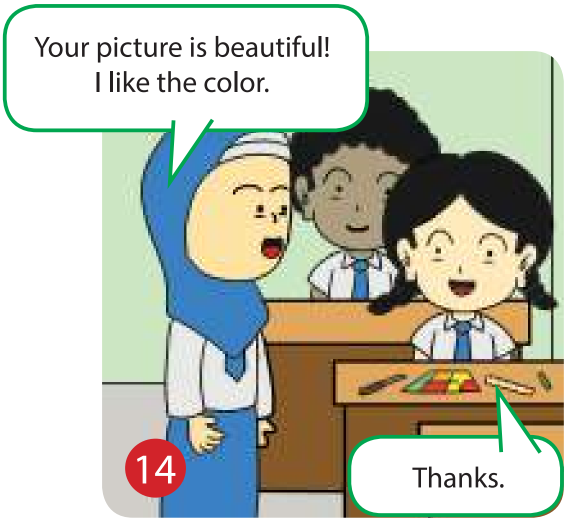
Observing & Asking Questions



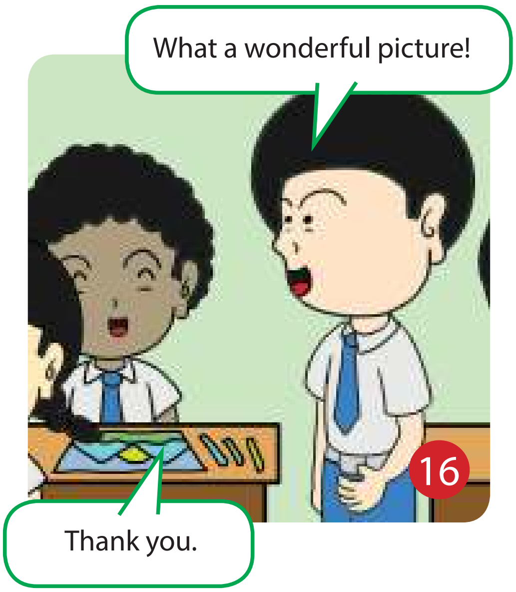
Observing & Asking Questions



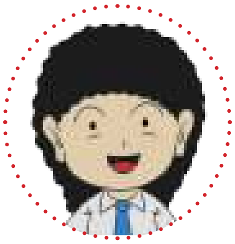
Observing & Asking Questions







Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

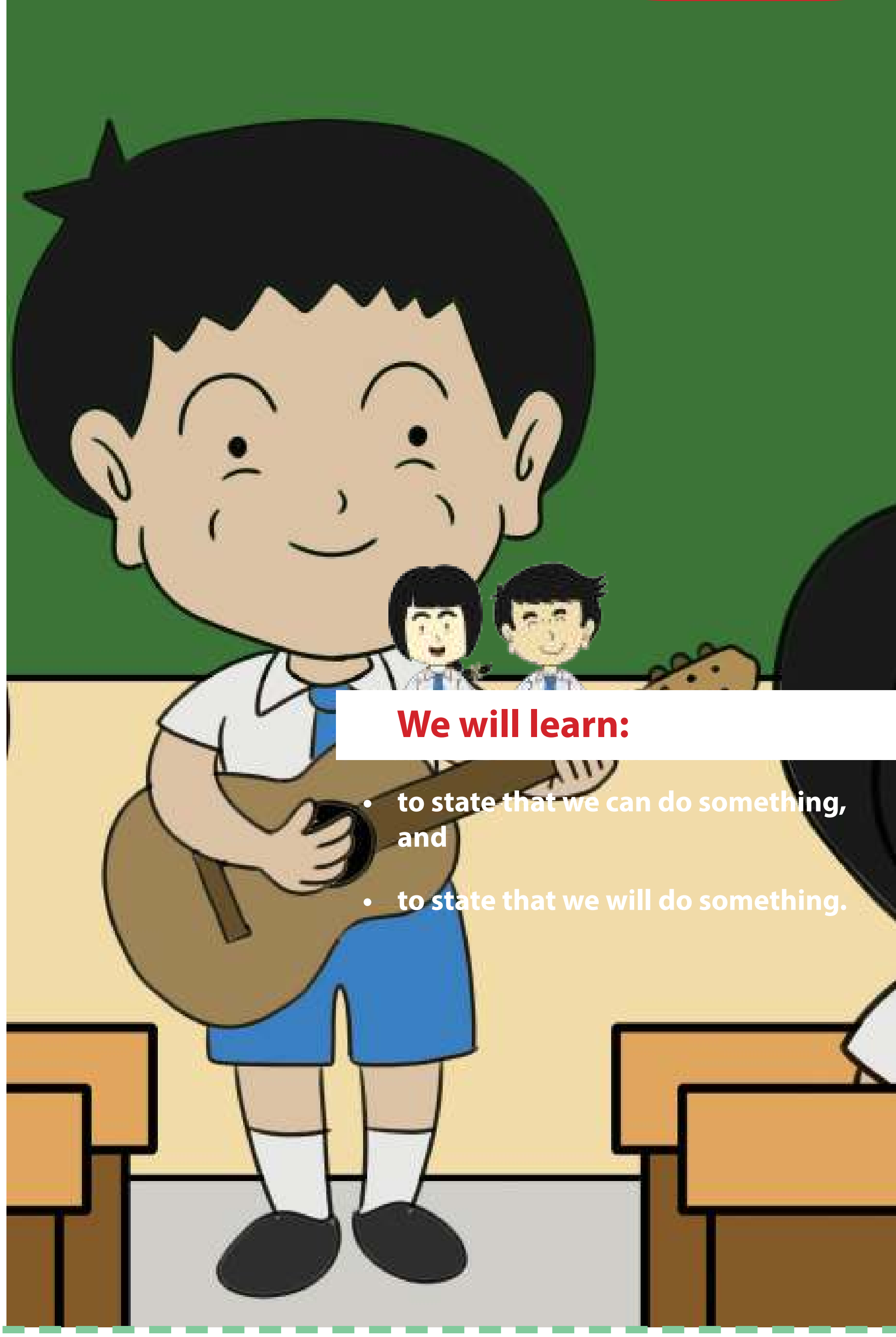
____

____

____

Chapter II

We can do it, and we will do it

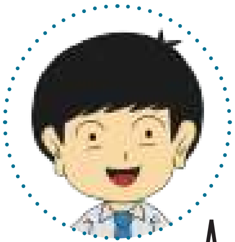


We will learn:

- to state that we can do something, and
- to state that we will do something.

Observing & Asking Questions

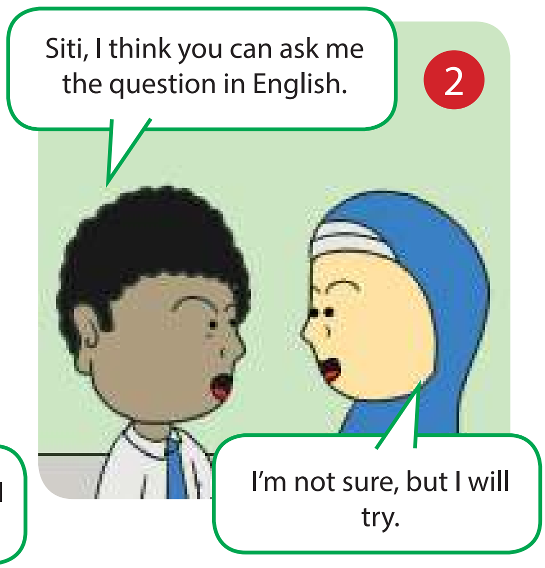
We will play the roles of the students in the conversations to say what they can or cannot do or what they will and will not do.
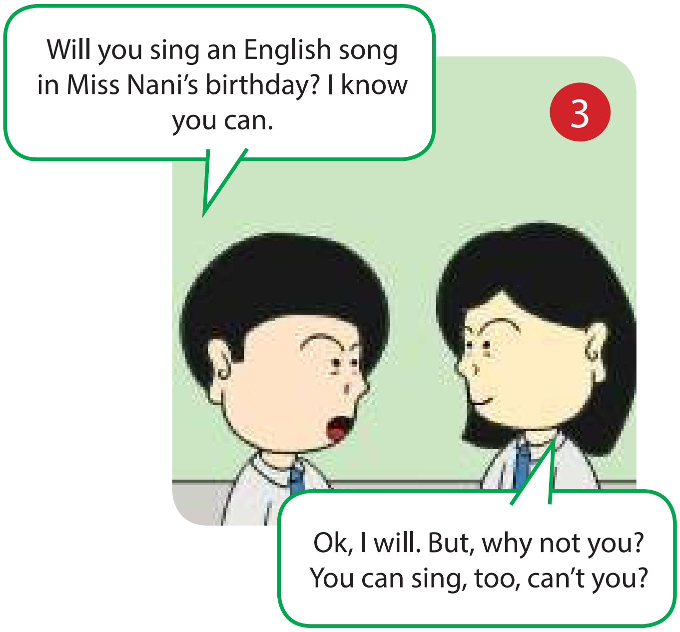


Here are what we will do. **First**, we will listen carefully to our teacher reading the conversations. **Second**, we will repeat the conversations after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the sentences loudly, clearly, and correctly.

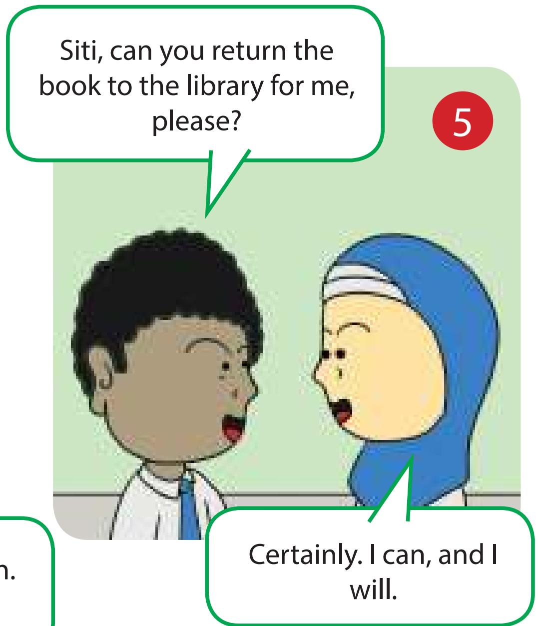




Observing & Asking Questions



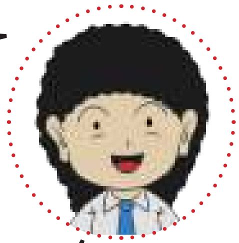




Collecting Information

We will orally present to each other what eight people say what they can and cannot do.

Here are what we will do. **First**, we will listen carefully to our teacher reading the statements. **Second**, we will repeat each statement after the teacher. **Third**, we will use the guide to write what each speaker can and cannot do. **Then**, in the group we will present, not read, the list to each other orally.



We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

1. Mrs. Harum: "I'm very proud of Siti. Now she can help me with the housework before she goes to school. She can get up early herself."

2. Rani: "Yuli and Tono can make fried rice, and they can fry the egg nicely. They can also serve fried rice beautifully with tomatoes and celery."

3. Mr. Adnan: "It is usually not easy to speak English loudly and clearly. But, I'm happy that many of you can do it well. Adi still makes mistakes, but he can read his story loudly."

4. Denata: "Fatima always speaks softly, but when she sings, she can sing very loudly."

5. Mrs. Fauzia: "Birds can fly because they have wings. We don't have wings, so we cannot fly. But we can make planes. With a plane we can fly very high and go to far places."

6. Mr. Rendy: "We cannot swim across the sea, but with a boat or a ship, we can go to other islands."

7. Mrs. Gracia: "The text is long and there are many new words in it. It is not easy to read. But you can work together. If you do it together, I'm sure you can understand it easily."

8. Widi: "My nephew, Anton, is only two years old. But he is smart. He can go up the stairs himself. He can also go down easily, too."

Observing & Asking Questions

1. According to Mrs. Harum:
   a. Siti can help her with the housework before she goes to school.
   b. She can get up early herself.

2. According to Rani:
   a. Yuli can ______________________________
   b. She can ______________________________
   c. She can ______________________________

3. According to Mr. Adnan:
   a. Many students can ______________________________

4. According to Denata:
   a. Fatima can ______________________________

5. According to Mrs. Fauzia:
   a. Birds can ______________________________
   b. We cannot ______________________________
   c. We can ______________________________
   d. We can ______________________________

6. According to Mr. Rendy:
   a. We cannot ______________________________
   b. We can ______________________________

7. According to Mrs. Gracia:
   a. We can ______________________________
   b. We can ______________________________

8. According to Widi:
   a. Anton can ______________________________
   b. He can ______________________________

Observing & Asking Questions

We will work in groups. We will write about three people in our class. We will tell what they can and cannot do in English, music, sports, housework, and others.



Here are what we will do. **First**, we will study the example carefully. **Second**, we will use the form below to write down what the three people can do and cannot do in the areas. **Third**, we will use the data to write about each of them. We will handwrite it or type it on a computer. **Then**, we will put our works on the wall of the classroom. We will answer questions from people who visit our works.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Name	Areas / Fields				
		English	Music	Sports	Housework	Others
1.	Wina	- read story - answer questions - not ask question	- play flute - sing English songs - sing folk songs	- swim - run - not basket-ball	- fry eggs - cook rice - fry banana	- knit - draw
2.						
3.						
4.						

Observing & Asking Questions

Wina

Wina can do many things. She can read English stories. She can answer questions, but she cannot ask questions in English. She is also good at music. She can play the flute. She can sing, too. She can sing English songs and folk songs. She can swim and run, but she cannot play basketball. She does them regularly. She can fry eggs and bananas. She can cook rice, too. She has two hobbies. She can knit. She can also draw pictures.

____

____

____

____

____

____

____

____

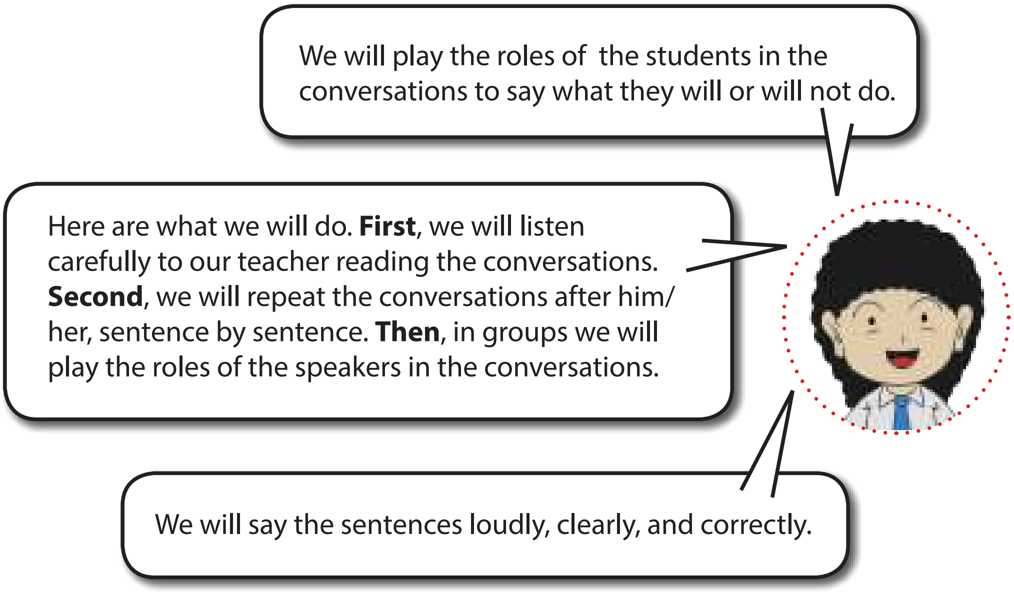
____

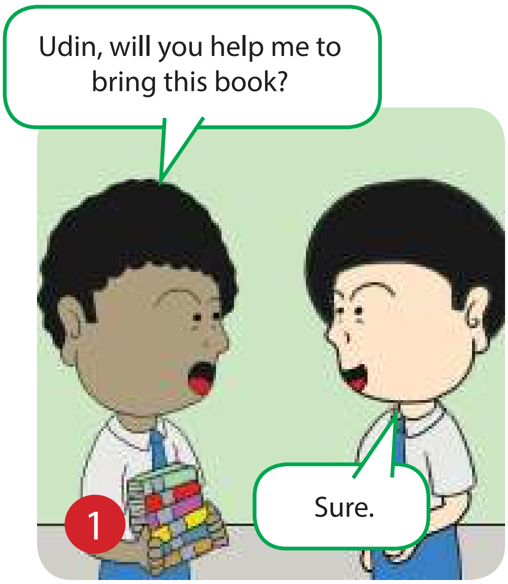
____

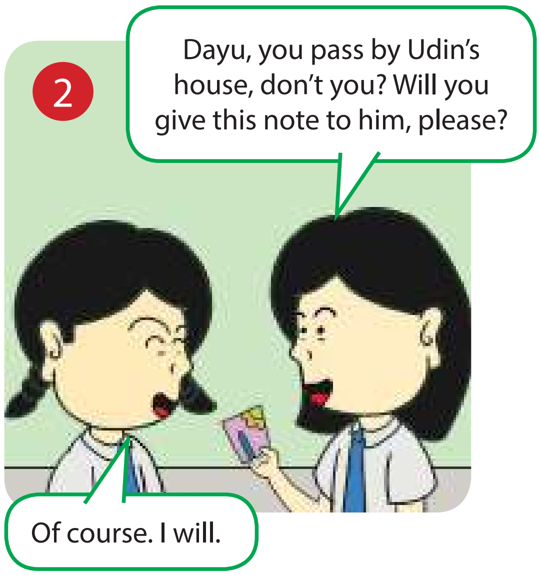
____

____

Observing & Asking Questions







Observing & Asking Questions







Observing & Asking Questions

We will orally present to each other what eight people say what they wil and will not do.



Here are what we will do. **First**, we will listen carefully to our teacher reading the statements. **Second**, we will repeat each statement after the teacher. **Third**, we will use the guide to write what each speaker will and will not do. **Then**, in the group we will present, not read, the list to each other orally.

We will say the sentences loudly, clearly, and correctly.

1. Adnan: "My mum is out of town today. My dad is also very busy. But he will come to my school to collect my report."
2. Lathan: "My aunt is often angry with my cousin, Lusi. She makes a mess, but she will not do the cleaning. She will not even clean her own room."
3. Gunawan: "My uncle paints his own house. When he has time he will paint our house too."
4. Diah: "My brother loves sport. He thinks that exercise is the best way to be healthy. For his health, he will walk 2 kilometers to his office every day."
5. Puspita: "If you need any help with your laundry, please let me know. I will come to your house to help you. "
6. Dewi: "I will get up early and go to swim at six, but we should go home before 10, ok?"
7. Mrs. Wike: "With good examples from their parents, I'm sure the students will go to school on foot or on a bicycle. "
8. Mrs. Wulandari: "The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants."

Observing & Asking Questions

1. According to Adnan:
   His dad will go to his school to collect his report.

2. According to Lathan:
   a. Lusi will not do the cleaning.
   b. ______________________________

3. According to Gunawan:
   ____

4. According to Diah:
   ____

5. According to Puspita:
   ____

6. According to Dewi:
   a. ______________________________
   b. ______________________________

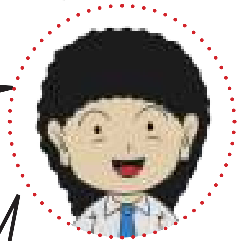
7. According to Mrs. Wike:
   ____

8. According to Mrs. Wulandari:
   ____

Collecting Information

We will work in groups. We will write about each one of us in our group. We will make a list of 5 things that we can do but we will not do, and 5 things that we can do and we will do.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will help each other to identify what we can do but will (not) do. **Third**, each one of us will handwrite the work or type it on the computer. **Then**, we will put our works on the wall of the classroom. We will answer the questions from people who visit our works.



We will consult a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

Example:

I can do them, but I will not do them

1. I can sing, but I will not do it in front of many people.
2. I can swim, but I will not do it now in this clothing.

Example:

I can do them, and I will do them

1. I can cook, and I will do it even if I'm tired.
2. I can speak English, and I will do it every day.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

Chapter III

We know what to do

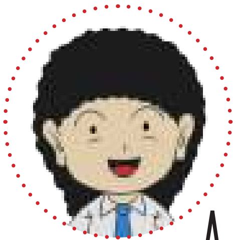


We will learn:

- to give suggestions, and
- to state rules and obligations.

Observing & Asking Questions

We will read to each other the teacher's advice to use more English with each other.



Here are what we will do. **First**, we will listen carefully to our teacher reading the suggestions. **Second**, we will repeat the suggestions after him/her, sentence by sentence. **Then**, in groups we will say, not read, to each other all suggestions, like the example below.

We will say the sentences loudly, clearly, and correctly.

We will use more English now. You **should** greet me and your friends in English. You **should** ask questions in English. You **should** answer questions in English. You **should** take leave in English, too. But don't worry, when you need , I'll help you.





I'm sure you are all ready to use English with me and your friends. You **should** not be ashamed to use English with me. You **should** not be ashamed to speak and write to each other in English. You **should** be sure that you can do it because I will always help you.

Observing & Asking Questions

You **should** listen to more English songs. You **should** sing more English songs. More importantly, you **should** understand the lyrics. You **should** read more stories from around Indonesia and the world in English. I'm sure you can if you try harder.



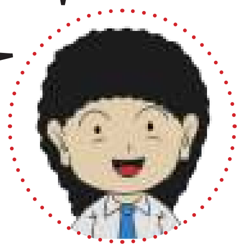


Let's recall!

The teachers give us 11 suggestions to use and learn English. One, we should greet our teacher and our friends in English. Two, we should ask questions in English. Three, ...

Collecting Information

We will learn to give advice to people in the following situations, by saying what they should or should not do.



Here are what we will do. We will work in groups. **First**, we will read the example carefully. **Second**, we will read each situation carefully. **Third**, we will discuss and decide a suggestion to give. **Then**, every one of us will handwrite the complete statements on a piece of paper. **Finally**, we will share our suggestions to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

Collecting Information

1. We have 2 tests tomorrow, English and IPS.
   You should not go to the game. You should study for the tests.
2. I don't know the meaning of 'row'.
   You should look it up in the dictionary yourself. You should not depend on others all the time.
3. I will go out, but it's very cloudy now.
   ____
4. I think I'm catching a cold.
   ____
5. Some students leave litter on their desks.
   ____
6. I sit in the back row. I cannot see your writing on the blackboard.
   ____
7. I'm longing for my cousins.
   ____
8. My legs are asleep because I'm sitting on them.
   ____
9. Our classroom is dirty and messy.
   ____
10. I have a toothache.
    ____
11. I can't stop yawning.
    ____
12. I have hiccups.
    ____

Collecting Information

We will work in groups. We will make many suggestions that the students in this school should do to be better students and better persons.

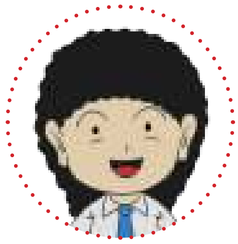


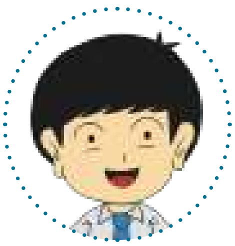
Here are what we will do. **First**, we will make a list of things that we should or should not do as persons and as students. **Second**, every one of us will handwrite the work on a piece of paper. **Finally**, we will share our suggestions to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.





Now I know that

- we can give suggestions by saying ____________
  ____

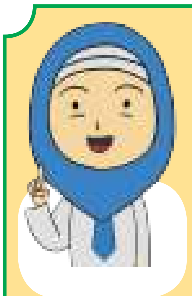
Associating

We just learned to give suggestions, what we should and should not do. Now we will learn to say what we must do and must not do, like rules and obligation.

Here are what we will do. **First**, we will listen carefully to our teacher reading the rules and obligations stated by Siti, Edo, Dayu, and Udin. **Second**, we will repeat the rules and obligations after him/her, sentence by sentence. **Then**, in groups we will say, not read, to each other all the rules and obligations stated by each student, like the example on page 42.



We will say the sentences loudly, clearly, and correctly.



We **must** wear a uniform every day. From Monday to Thursday we **must** wear the *batik* shirt. The girls **must** wear a black skirt, and the boys **must** wear a pair of black pants. On Friday we **must** wear the Scout uniform. We **must** wear proper shoes. We **must not** wear sandals, a T-shirt, or a casual wear at any place and at any time during the school hours.

Associating



We **must not** be late to school. We **must** come on time to class and to the flag ceremony. If we are late, we **must** wait outside the gate. We **must not** come in until the security guard gives us permission. We **must** sign a paper before we come to class. If we cannot come on time for any reason, we **must** hand in a notice from our parents to the principal.



We can learn well if the classroom is clean and tidy. So, we **must** keep our classroom clean and tidy. We **must not** litter. We **must** put the garbage in the garbage bin. We **must not** write or draw anything on the desks and on the walls. We **must** sweep the floor and dust the teacher's desk and the shelf every day.

Associating



We can learn if the class is not noisy. My friends and I know very well that we **must not** be noisy. We **must** respect our friends who are working seriously. We **must not** chat and talk very loudly in class. We **must** keep our voice low. We **must** not play around. We **must** work at our desks most of the time.

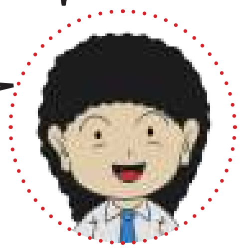


We know from Siti the following rules in her school. One, the students must wear a uniform every day. Two, From Monday to Thursday they must wear the *batik* shirts. Three, ...

Communicating

We will work in groups. We will state the rules and obligations that we, as students and as persons, must do at school and at home.

Here are what we will do. **First**, we will make a list of the rules and obligations that we must do and must not do at school. **Second**, we will make a list of the rules and obligations that we must and must not do at home. **Third**, every one of us will handwrite the work on a piece of paper. **Finally**, we will share our suggestions to the class.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

Chapter IV

Come to my birthday, please!



We will learn:

- to invite someone to do something,
- to give instructions, and
- to ask for permission,

Observing & Asking Questions

We will play the roles of Beni and Lina in the conversations. They are on the phone.



Here are what we will do. **First**, we will listen carefully to our teacher reading the telephone conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in the groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

Hello, good morning. This is Beni.

Oh, hi Beni. Good morning. How are you?

Fine. I just got your invitation card to your birthday party.

You are coming, aren't you?

Yes, I am. Thanks for inviting me.

Of course. You are one of my best friends. Don't forget to wear a T-shirt, ok?

Are you sure we should wear a T-shirt to your party??

Yeah. There will be some outdoor games.

Wow, that must be fun. Okay. See you then.

Alright, see you soon!





Observing & Asking Questions

Again, we will play the roles of the speakers in the conversation. Now, it is between Beni and Edo. They tell and invite each other to do some things.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.



We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

Hello, Beni. This Edo. How are you?

I'm fine.

Beni, are you coming to Lina's birthday party?

Yes. You are coming too, aren't you?

Of course. Let's walk together to her house.

Ok. Don't forget to wear a T-shirt. We will play outdoor games there.

Really? Okay, I will wear my purple T-shirt. So, we'll just walk to Lina's party, right? Wait for me near the bridge.

Okay. We'll meet at 9 there. Be there on time. Don't let me wait too long.

Yes. Don't forget to have your breakfast before you go.

Certainly. See you then. Thanks.



Observing & Asking Questions

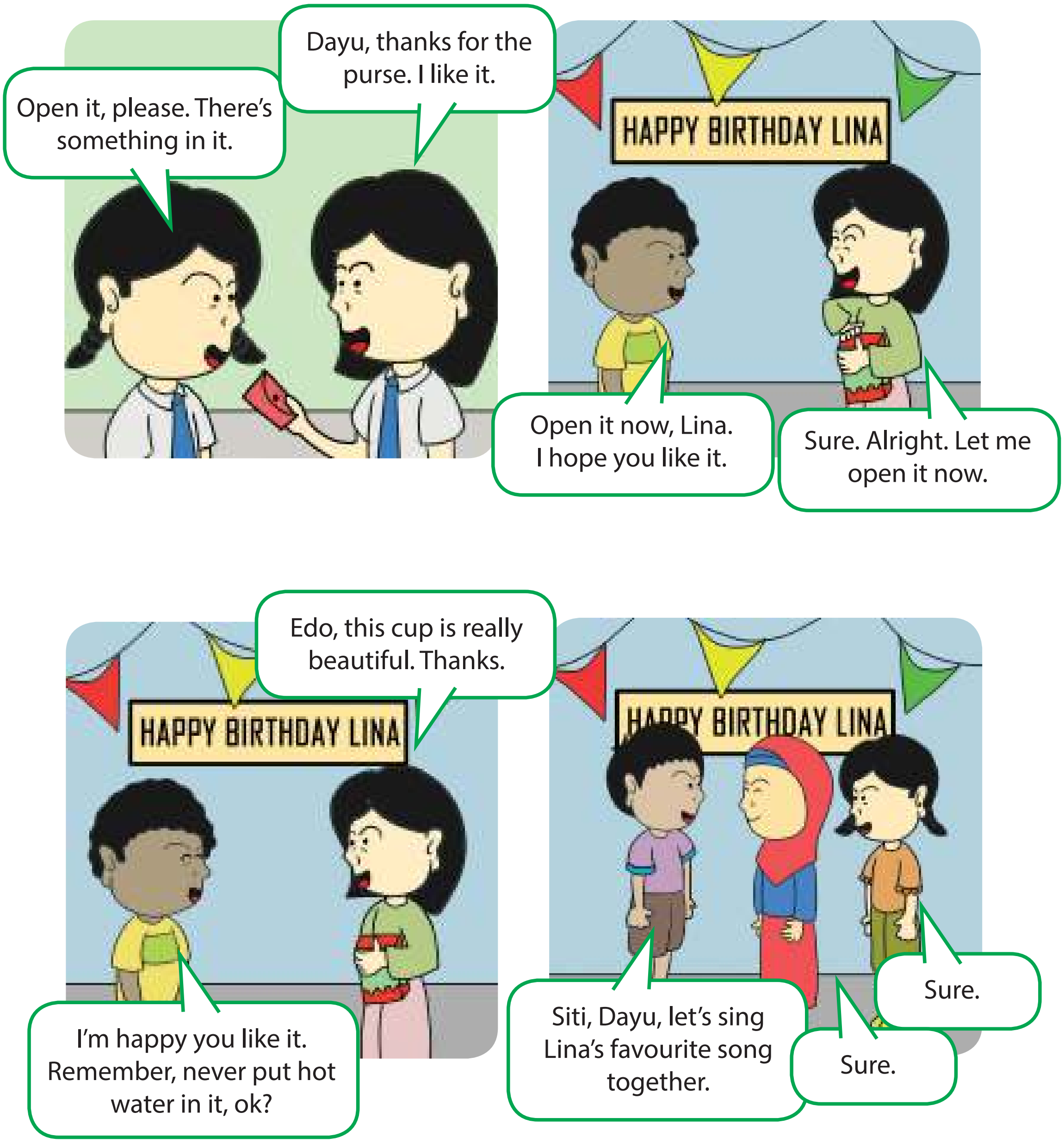
We will play the roles of the students in the conversations. They are celebrating Lina's birthday.



Here are what we will do. **First**, we will listen carefully to our teacher reading the conversations. **Second**, we will repeat the conversations after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the sentences loudly, clearly, and correctly.

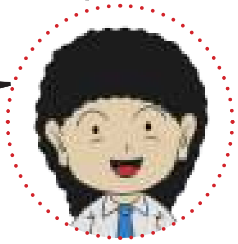
Observing & Asking Questions



Observing & Asking Questions

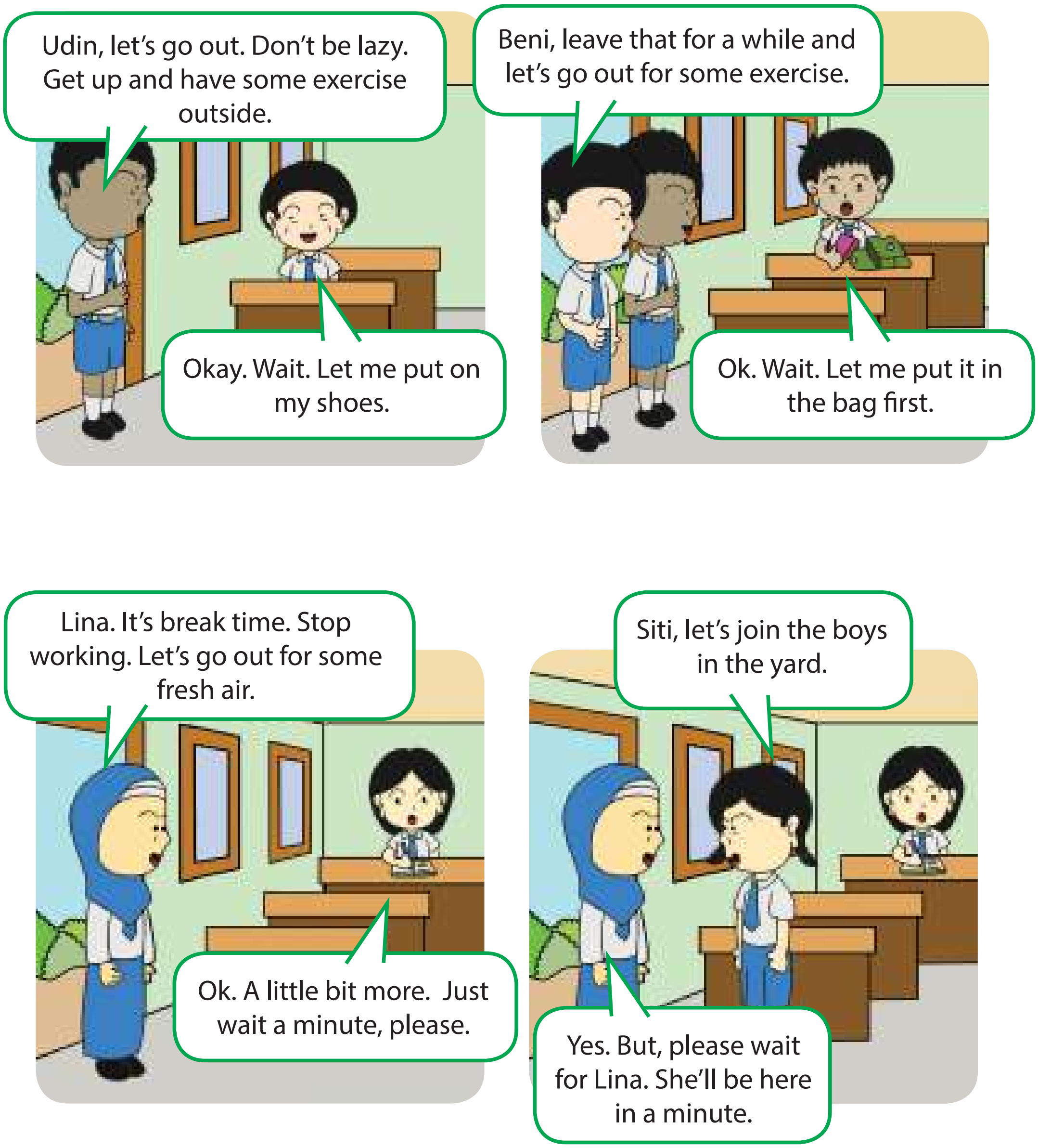
We will play the roles of the students in the conversations. They invite each other to do some things.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversations. **Second**, we will repeat the conversations after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.



We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions



Associating

We will look closely into the previous conversations again. We will also read the speaker's sentences on the next page. This time we will learn how the speakers tell or invite other people to do something.



Here are what we will do. We will work in groups. **First**, we will read each statement carefully. **Second**, we will study the examples carefully. **Third**, we will find the sentences in each conversation that tell or invite other people to do something. **Then**, we will put each one of them into the table of analysis. Each one of us will handwrite it in our notebooks, or type it on the computer. **Finally**, in groups we will present, not read, the list to each other orally.

We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

Associating

1. Dayu says, "Siti and Lina, let's play football tomorrow afternoon."
2. Siti says, "You can wear a *batik* shirt or a formal shirt. But please don't wear a T-shirt."
3. Lina says, "For exercise, please run, walk, or ride a bicycle. Don't use expensive tools."
4. Mr. Adnan says, "Please paint the walls or furnish the desks. But please don't spill the paint on the floor."
5. Mrs. Ina says, "Everybody, please bring your sewing kits with you on Monday. We will learn to sew. Don't forget to bring some cloth too."
6. Udin says, "For your health, do not eat too much instant noodles. Eat more vegetables or fresh fruits."

For example,

Edo:		Let's	walk	together to her house.	
Beni:		Don't	forget	to wear a T-shirt.	
Edo:					
Beni:					

Dayu:					
Edo:			Open	it now,	Lina.
Edo:					
Beni:	Siti, Dayu	let's	sing	Lina's favourite song together for her,	ok?

Associating

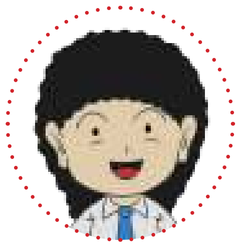
Edo:					
Udin:					
Udin:					
Beni:			Wait.		
		Let	me put	it in the bag first.	
Siti:					
Lina:		Just	wait	a minute	please.
Dayu:					
Siti:					

Beni:					
Siti:					
Lina:	Please		run, walk, or ride	a bicycle. (for exercise)	
Mr. Adnan:					
Mrs. Ina:					
Udin:					
			Eat	more vegetables or fresh fruits. (For your health)	

Observing & Asking Questions

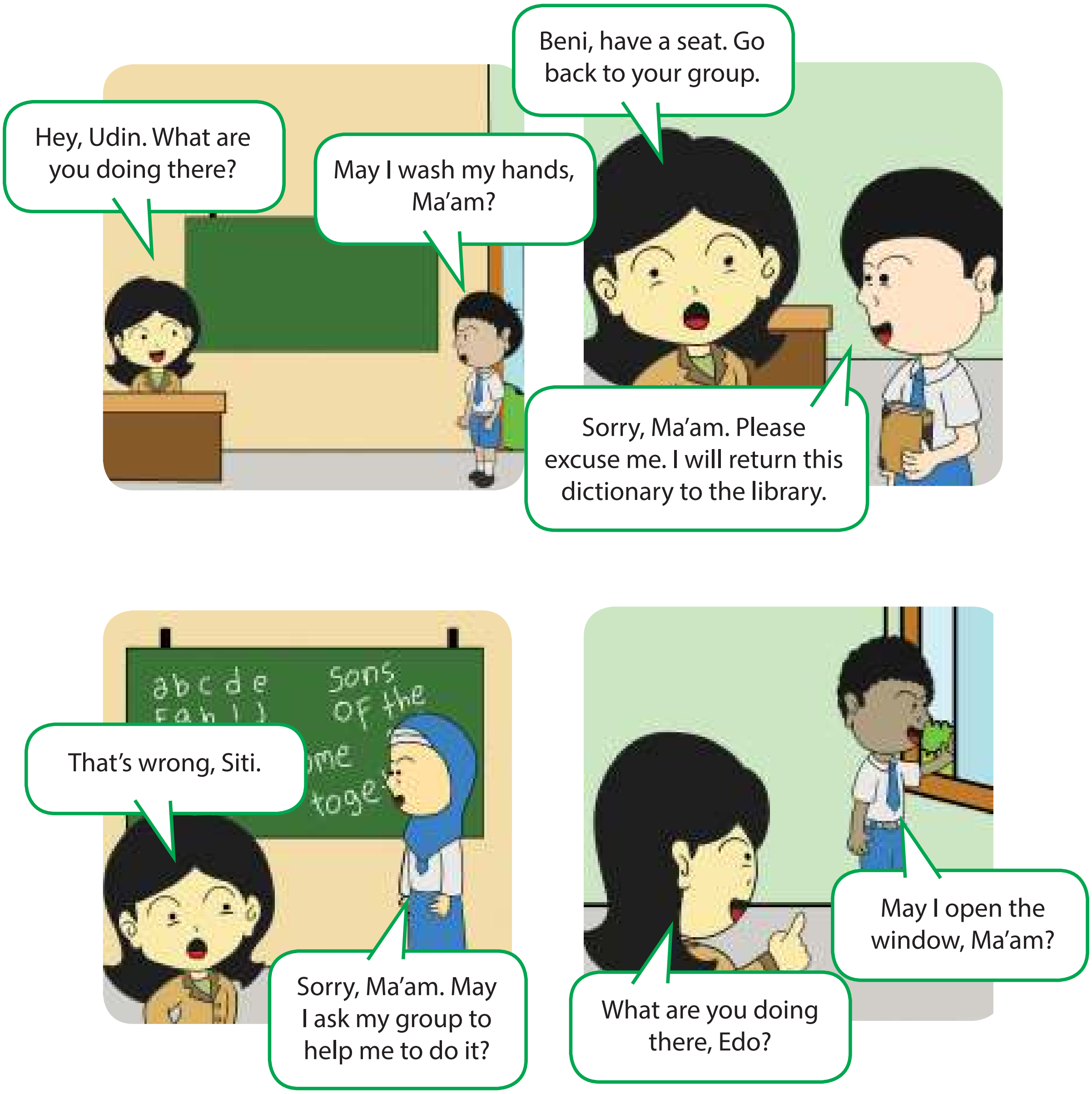
We will play the roles of the teacher and the students in the conversations. Now, we will learn to ask the teacher for permission to do something.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversations. **Second**, we will repeat each conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.



We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions



Observing & Asking Questions

We will play the roles of the students in the conversations. They are celebrating Lina's birthday.



Here are what we will do. **First**, we will listen carefully to our teacher reading the conversations. **Second**, we will repeat the conversations after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

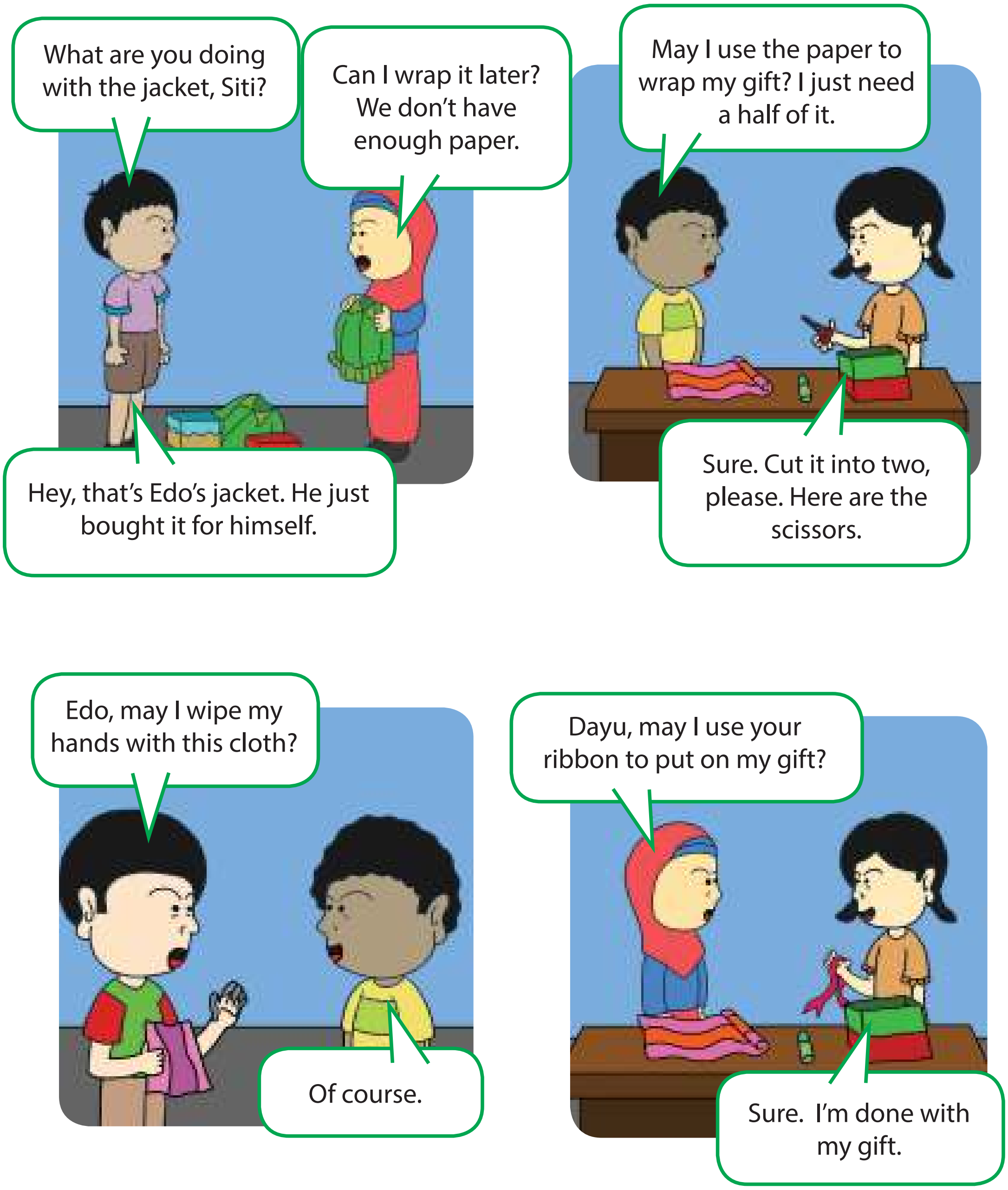
We will say the sentences loudly, clearly, and correctly.

Let's prepare the gift for Lina!





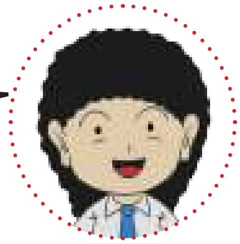
Observing & Asking Questions



Associating

Again, we will play the roles of the students in the conversations below.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversations. **Second**, we will repeat each conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.



We will say the sentences loudly, clearly, and correctly.

1. Lina : "Can I use your pen?"
   Dayu: "Sure. Take the green one."

2. Udin : "Is this seat taken? Can I sit here?"
   Edo : "No. One leg is loose. Please take the one over there."

3. Siti : "Let's wrap the gift for Lina. Beni, can we do it here?"
   Beni : "Please do, but don't make a mess."

4. Udin : "It's very cold. Can I wear your jacket?"
   Edo : "Of course. I have two jackets. I hope it is not too big for you."

5. Beni : "Can I use used newspaper to wrap my gift?"
   Dayu: "Come on, Beni. Don't. Use my paper. I have some left."

Associating

We will look closely into the conversations again. We will also read the speaker's sentences below. This time we will learn how the speakers tell or invite other people to do something.



Here are what we will do. We will work in groups. **First**, we will read each statement carefully. **Second**, we will study the examples carefully. **Third**, we will find the sentences in each conversation that tell or invite other people to do something. **Then**, we will put each one of them into the table of analysis. Each one of us will handwrite it in our notebooks, or type it on the computer. **Finally**, in groups we will present, not read, the list to each other orally.

We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

Associating

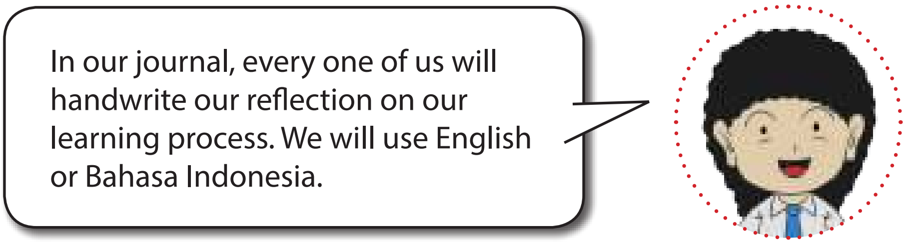
For example,

Beni:		May	I	wash my hands,	Ma'am?
Udin:	Please		excuse	me. I will return this dictionary to the library.	
Siti:					
Edo:					

Siti:					
Edo:					
Udin:	Edo,	may	I	wipe my hands with this cloth?	
Siti:					

Lina:					
Udin:					
Siti:					
Udin:					
Beni:					

Communicating



My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

Chapter V

I'm so happy for you!



We will learn:

- to make greeting cards.

Observing & Asking Questions

We will look closely into some birthday greeting cards Lina got from her friends on her birthday.



Here are what we will do. **First**, we will listen carefully to our teacher reading the sentences on the greeting cards. **Second**, we will repeat the sentences after him/her. **Then**, we will choose one of them and copy it to our notebooks and apply different decoration.

We will say the sentences loudly, clearly, and correctly. We will spell the words and use the punctuation marks correctly.

Observing & Asking Questions









Associating

We will look closely into some other greeting cards.

Here are what we will do. **First**, we will listen carefully to our teacher reading the sentences on the greeting cards. **Second**, we will repeat the sentences after him/her. **Then**, we will copy them to our notebooks and apply different decoration.



We will say the sentences loudly, clearly, and correctly. We will spell the words and use the punctuation marks correctly.



Associating

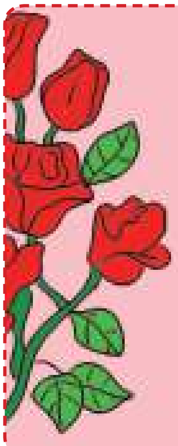
Happy Mother's Day!

Dear Mom,
I wish your days be blessed
with smiles, love,
and happiness.



Love you so much.

Your Son

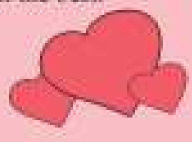


My Dear Teacher,

I found discipline, guidance,
friendship, and love, all at once
in one person – that is you!

Happy teacher's day!
Wish you all the best.

Athan



Dear Aunty Melvin,

Congratulations
for the new baby!
I cannot wait
to play football
with him!



Your nephew,
Kiki

Associating



The countdown has done.
It's time to welcome the New Year
with a fresh mind and clear heart!

Happy New Year, my friend!
May your dreams come true!

Adnan



To Uncle Ipan and Aunty Rike,

I wish you a happy Wedding Day.
Welcome to the family!
Don't forget to come to our monthly Family Gathering!

Your Nephew,
Shilmi



To Meyssika,

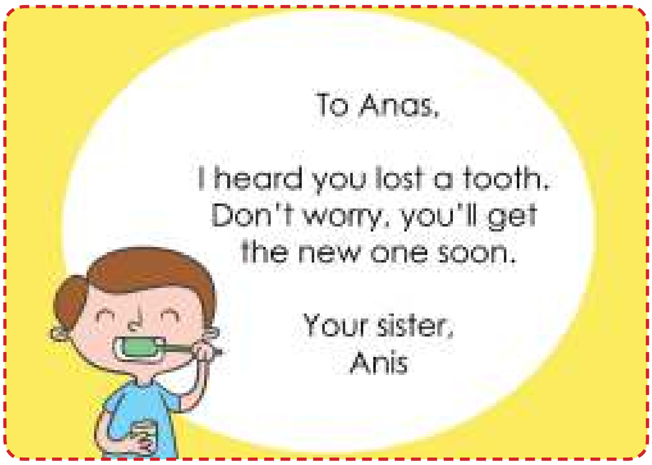
I'm praying for your quick recovery.
Get better soon.

Your friend,
Yayang

Associating







Collecting Information

We will identify what the greeting cards say.



Here are what we will do. We will work in groups. **First**, we will look more closely into the greeting cards above by using a table of analysis. **Second**, we will discuss to identify the different pieces of information in each greeting card and put them into the table. **Third**, we will handwrite the analysis in our notebooks.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Father's Day
2	Prayer/Wish	No	Happy Father's Day
3	Special Quotes	Yes	Thanks for being there through the tears, laughter, and love.
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	No	-
7	Sender	No	-

Collecting Information

We will work in groups. We will make 3 different greeting cards for 3 different occasions.

Here are what we will do. **First**, we will study carefully the samples of greeting cards. **Second**, we will discuss and decide what kind of greeting cards that we will make. **Third**, we will make the first draft of our greeting cards. Then, we will revise our draft to make the final greeting cards. We will also decorate them. **Finally**, we will put the greeting cards on our school's wall magazine and answer the questions from the visitors.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

Chapter VI

Our busy roads



We will learn:

- to show the existence of things and people.

Observing & Asking Questions

We will state the characters we have in this book. We will start with "There is/are ...." meaning 'ada' in Bahasa Indonesia.



Here are what we will do. **First**, we will listen carefully to our teacher reading the presentation. **Second**, we will repeat the description after him/her, sentence by sentence. **Then**, in groups we will learn to tell, not read, each other about the characters. **Finally**, we will describe what there are in the situation on the cover of this chapter.

We will say the sentences loudly, clearly, and correctly.



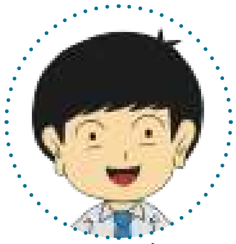
There are six characters in this book. There are three girls; Siti, Dayu, and Lina. There are three boys; Udin, Beni, and Edo. There is one girl with a head scarf, Siti. There is one girl with plaits, Dayu. There is one girl with loose hair, Lina. There is one boy with curly hair, Edo. There is one boy with straight hair, Udin. There's one boy with wavy hair, Beni.



Observing & Asking Questions

We will learn to describe things by stating what there are.

Here are what we will do. **First**, we will listen carefully to our teacher reading the descriptions by Siti, Edo, Lina, Beni, Udin, and Dayu. **Second**, we will repeat each description after him/her, sentence by sentence. **Then**, in groups we will say, not read, to each other all the descriptions about the conditions of the roads.



We will say the sentences loudly, clearly, and correctly.



The roads are very busy now, because there are many vehicles. There are also many pedestrians. There is little discipline on the road, but there are very few policemen around.

In big cities, there are many traffic jams everywhere. There are many kinds of vehicles: cars, big buses, minibuses, trucks, bicycles, motorcycles, and *becaks*. Luckily, there are not many carts now.



Observing & Asking Questions



There are different kinds of public transportation: buses, trains, *ojeks*, and *angkots*. There are some traditional transportation: *becaks, bentors*, *andongs*, or *delmans*.

Our roads are not safe now. There are many people who cross the roads, but there are many people who drive very fast. There is little care, so there is very much worry on our roads.





In big cities, there is much smoke from the vehicles. You can say, there is much air pollution. So, there very few stars in the sky there. There are a lot more stars in small villages.

In many places, there are not many trees any more, so there is too much water during the rainy season, and too little water during the dry season.



Observing & Asking Questions



We will write the things that make many roads busy and not safe, stated by the girls and the boys on page 77-78, like the example.

Here are what we will do. We will work in groups. **First**, we will study the example. **Second**, we will read each description again very carefully, sentence by sentence. **Then**, we will discuss to identify the things they say. Then, each one of us will handwrite the work in our notebooks. **Finally**, we will present our work to the class.

We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

Observing & Asking Questions

For example,

Edo says that our roads are very busy now.

1. There are many vehicles there.
2. There are also many pedestrians.
3. There is little dicipline on the road.
4. There are very few policemen around.

Lina says there are a lot of traffic jams in big cities.

1. ______________________________
2. ______________________________

Beni describes the vehicles on the roads.

1. ______________________________
2. ______________________________

Siti says the roads are not safe now.

1. ______________________________
2. ______________________________

Udin talks about the air pollution in big cities.

1. ______________________________
2. ______________________________

Dayu talks about water.

1. ______________________________
2. ______________________________

Observing & Asking Questions

We will work in groups. We will write about the conditions of our roads in our town/village, by saying what there are there.

Here are what we will do. We will work in groups. **First**, we will go out to observe our roads. We will make a list of the things/people that we see and the number or the amount of each thing/person. **Second**, we will work together what to say about what there are on the roads. **Third**, each one of us will handwrite the work or type it on the computer. **Then**, we will display our works on the wall of the classroom. We will answer questions from people who visit our works.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions

We will read the lyrics of the song below. If we want to, we can download the song from the internet. This is a very good song. The message is that we can make the world better because we care.



Here are what we will do with the song. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher reading the lyrics, meaningfully. **Third**, we will repeat the lyrics after him/her, line by line. **Finally**, in groups we will learn to read the lyrics to each other, meaningfully too.

We will say the sentences loudly, clearly, and correctly.



"Heal The World"
Michael Jackson

There's a place in your heart
And I know that it is love
And this place could be much brighter than tomorrow
And if you really try
You'll find **there's** no need to cry
In this place you'll feel **there's** no hurt or sorrow

There are ways to get there
If you care enough for the living
Make a little space
Make a better place...

Heal the world
Make it a better place for you and for me and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me

If you want to know why **there's** a love that cannot lie
Love is strong
It only cares for joyful giving
If we try
We shall see in this bliss we cannot feel fear or dread
We stop existing and start living

Then it feels that always
Love's enough for us growing
So make a better world
Make a better world...

Heal the world
Make it a better place for you and for me and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me

Observing & Asking Questions

We will read the lyrics very carefully to understand the message. We will use some sentences that will guide us to do it. The sentences contain important messages in the song.

Here are what we will do. We will work in groups. **First**, we will read the examples and the guiding sentences that contain messages carefully. **Second**, we will copy the examples and the guiding sentences in our notebook. **Third**, we will discuss to find the parts of the lyrics that contain the given messages. **Then**, every one of us will handwrite the lyrics in our notebook. **Finally**, we will discuss the answers with our teacher.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

1. The writer believes that love is in the heart of every person.
   - *There's a place in your heart*
   - *And I know that it is love*
   - *There's love that cannot lie*
   - *Love is strong*
   - *It only cares for joyful giving*

2. Love in your heart will make you happy, not sad, and the world better.

3. Love in your heart will make you aware that there are many people who are not as lucky as you.

4. The writer invites you to care for other people and try to make the world better.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

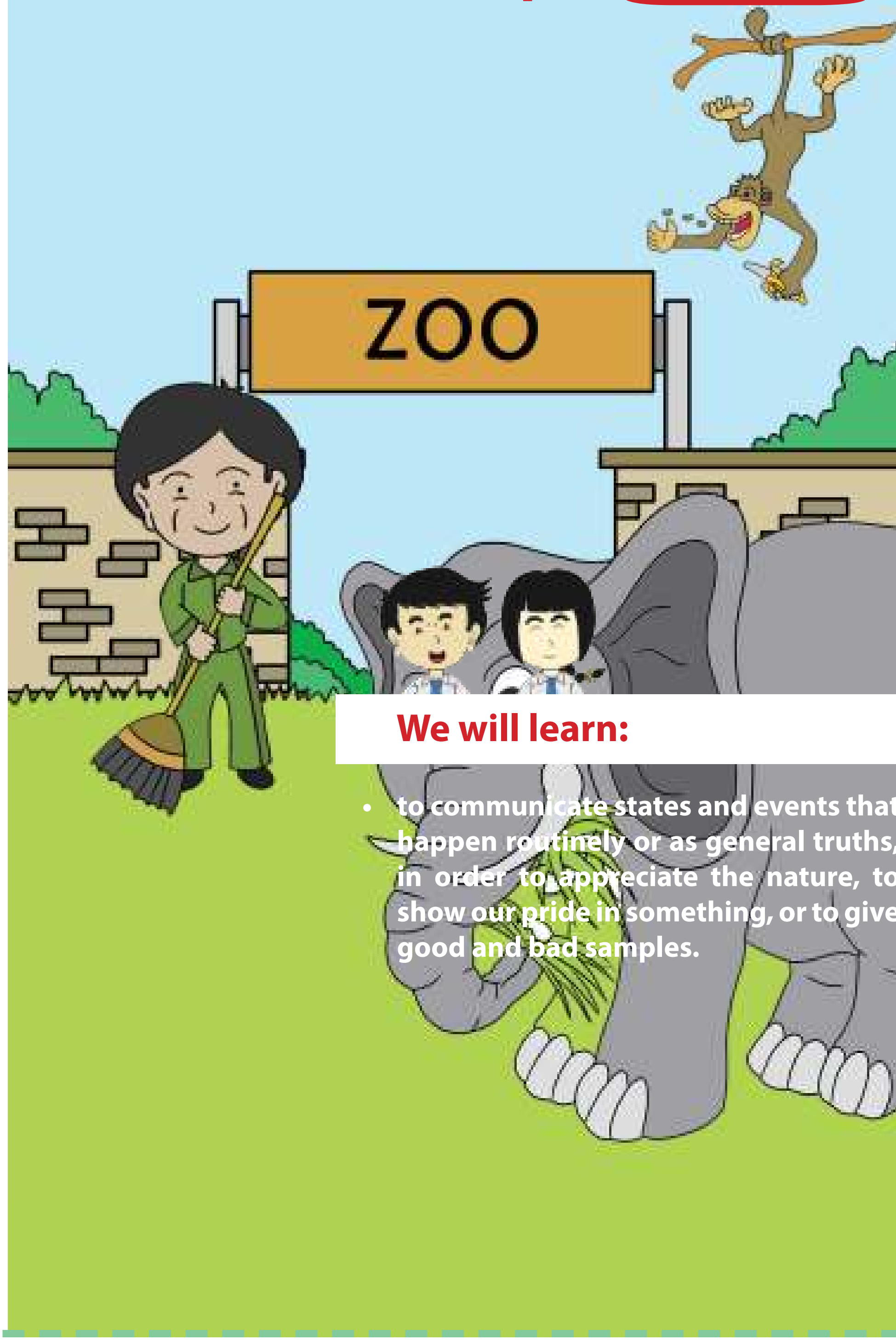
____

____

____

Chapter VII

My uncle is a zookeeper



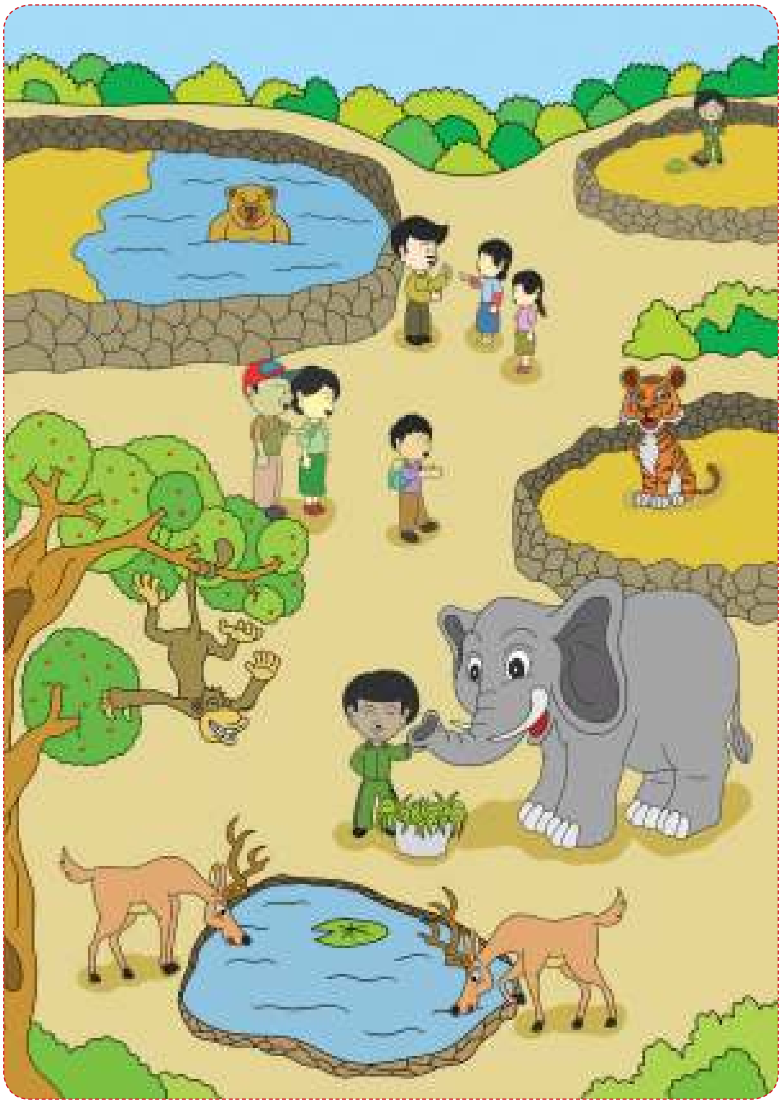
We will learn:

- to communicate states and events that happen routinely or as general truths, in order to appreciate the nature, to show our pride in something, or to give good and bad samples.

Observing & Asking Questions



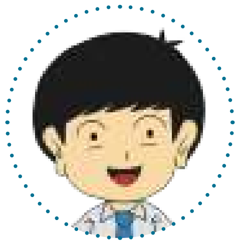
We have a study tour in a zoo.
What animals do you see in the picture?



Observing & Asking Questions

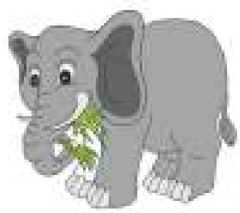
We will learn to describe the animals in the zoo, one by one.

Here are what we will do. **First**, we will listen and repeat each description after the teacher, sentence by sentence. **Second**, in the group we will discuss to identify different pieces of information about each animal and put them into the table. **Finally**, we will handwrite the analyses in our notebooks.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions



Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

(Adopted from *The Little Animal Encyclopedia*)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their stripped coat gives them good camouflage when they hunt. They love meat to eat.

(Adopted from *The Little Animal Encyclopedia*)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.

(Adopted from *The Little Animal Encyclopedia*)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkey eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.

(Adopted from *The Little Animal Encyclopedia*)

Collecting Information

We will look closely at the descriptions of the animals.
We will use a table to analyze the information about them.



Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in our notebook. **Second**, we will discuss and fill in the table with the information of the animals, like the examples. **Finally**, every one of us will handwrite the analysis in the notebook or type it with a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No	Animal	Habitat	Food	Activity	Characteristics
1	Elephants	Africa and Asia	grass and plants	use their long trunks to put food and water in their mouths	are the heaviest land animals
2	Tigers				
3	Bears				
4	Monkeys				

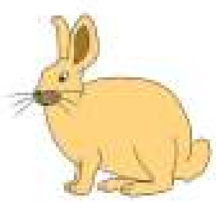
Collecting Information

There are many animals around us. We will find three different animals and describe them one by one.

Here are what we will do. **First**, we will study the given example about the rabbit. **Second**, in the group we will discuss and decide three animals to write about. We will find good pictures of the animals. **Third**, by using the table of analysis, we will plan what to write about the animals, one by one. We will put into each column a relevant piece of information about each animal. **Finally**, we will use the sentences in the table to make a good paragraph about each of the animals.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

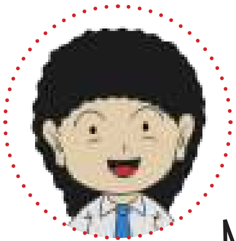


No	Animal	Habitat	Food	Activity	Characteristics
1.	Rabbits	They live in burrows.	They eat carrots.	They hop.	- Rabbits are tame animals. - They have two long ears.
2.					
3.					

Rabbits are tame animals. They have two long ears. They eat carrots. They hop. They live in burrows.

Observing & Asking Questions

We will tell what the zoo keepers do as their routines.



Here are what we will do. **First**, we will listen and repeat after the teacher, sentence by sentence. **Second**, in the group we will learn to tell, not read, the zoo keepers' routine jobs. **Finally**, we will do it in front of the class.

We will say the sentences loudly, clearly, and correctly.



He feeds the animals every day.



She prepares foods and drinks for the animals every morning.

Observing & Asking Questions



They clean the animal's cages every morning.



They wash the animals everyday.



She takes care of sick animals regularly.

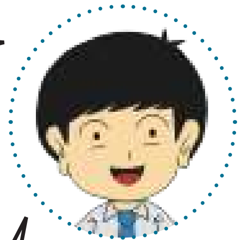


He regularly repairs the animals cages.

Collecting Information

We will rewrite the sentences by stating the names of the zoo keepers, like the given example.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, we will state the names of the zoo keepers and their routine activities in good sentences. Every one of us will handwrite the complete sentences on a piece of paper.

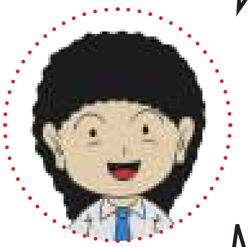


We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly.

1. Mr. Ahmad feeds the animals every day.
2. Mrs. Siska ____________________
3. Mr. Hari and Mrs. Gina ____________________
4. Mr. Warta and Mr. Kirna ____________________
5. Mrs. Indi ____________________
6. Mr. Matias ____________________

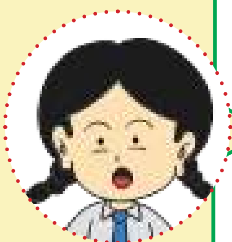
Associating

We will learn to tell our routine activities, or the activities that we do regularly.



Here are what we will do. **First**, we will listen and repeat after the teacher, sentence by sentence. **Second**, in the group we will learn to tell, not read, the routine activities. **Finally**, we will do it in front of the class.

We will say the sentences loudly, clearly, and correctly.



My sister and I get up early every day. We make the beds and clean the house. We also help mother to prepare the breakfast for the family. But before that, we never forget to do some exercise.

We are just like other people. We take care of our home. When we get home, we do the housework ourselves. We wash the dishes. We also clean the bathroom. We water the plants too.

Associating

Dayu, Lina, and Siti are never late to class. They walk to school, but they always get to school on time. They rarely take public transport. They look healthy and happy all the time.



They often speak English to each other, to their friends, and to the English teachers. They ask questions in English. They answer questions in English, too. Their English is very good.



There is nobody at home most of the day. Both my mother and my father go to work, and the children go to school. But we usually have breakfast and dinner together. We do not only eat, but we also talk, chat, and tell jokes.

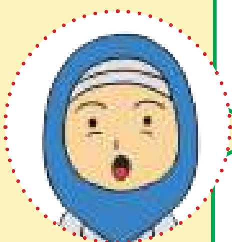
Both my mom and my dad are very good cooks. My father often makes fried noodle and fried rice for breakfast, with lots of vegetable and egg or chicken. My sister and I make the table and clean the dishes after the meals.

Associating

Udin, Edo, and I go home straight away after school. We do not go to wrong places in our uniforms. Sometimes we go out in the afternoon for extra curricular activities.



In our free time, we often ride on a bicycle around the town together. We sometimes swim in the river. The water is still clean and clear. We also play football together, very often.



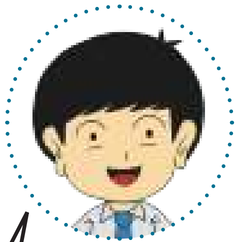
Udin, Edo, and Beni are always together. They play together. They also exercise together. I like seeing them so close to each other. Lina, Dayu, and I are their close friends, too.

The six of us often do our homework together. We practice English together. We help each other and we learn from each other. We also know each other's family very closely.

Collecting Information

We will list the activities stated by Dayu, Udin, Beni, Siti, and Edo that they and their families do as their routines, like the example.

Here are what we will do. We will work in groups. **First**, we will study the example carefully and copy it in our notebooks. **Second**, we will make a list of the routine activities stated by each person. Every one of us will handwrite the complete sentences on a piece of paper. **Third**, we will present, **not read,** the lists to the class.



We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly.

Collecting Information

1. **Here are what Dayu and her sister do as their routines, according to Dayu.**
   a) Her sister and she get up early every day.
   b) They make the beds.
   c) They clean the house.
   d) They also help mother to prepare the breakfast for the family.
   e) Before that, they do some exercise.
   f) They take care of their home.
   g) When they get home, they do the housework themselves.
   h) They also clean the bathroom.
   i) They water the plants, too.

2. **Here are what Dayu, Lina, and Siti do as their routines, according to Udin. (8 points)**
3. **Here are what Udin, Edo, and Beni do as their routines, according to Beni. (6 points)**
4. **Here are what Udin, Edo, and Beni do as their routines, according to Siti. (9 points)**
5. **Here are what Edo's family do as their routines, according to Edo. (9 points)**

Communicating

As good students we should take care of the animals around us. We will make a long list of activities that good people do to take care of their animals and pets.



Here are what we will do. We will work in groups. **First**, we will make a list of animals and pets there are around us. **Second**, we will discuss to make a list of the routine activities good people do to take care of them. Every one of us will handwrite the complete sentences on a piece of paper. **Third**, we will present, **not read**, the lists to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

Chapter VIII

What are you doing?



We will learn:

- to communicate states and events in progress in order to share information with others.

Observing & Asking Questions

We will work in groups. We will learn to say what Edo, Siti, Lina, Dayu and Udin are doing.



Here are what we will do. **First**, we will listen and repeat the sentences after the teacher, one by one. **Second**, in the group we will take turns presenting, **not reading**, the sentences. **Third**, we will correct each other's mistakes. **Finally**, we will write the text in our notebook.

We will say the sentences loudly, clearly, and correctly.



The boys and the girls are busy cleaning up the classroom. Udin is sweeping the floor. Siti is mopping the floor. Lina is cleaning the whiteboard. Edo is putting the books back into the shelf. And, Dayu is taking the rubbish to the rubbish bin outside.

Collecting Information

We will work in groups. We will tell what the other people around us are doing.

Here are what we will do. **First**, we will study the examples carefully. **Second**, we will copy the examples in our notebooks. **Third**, we will use the table below to make a list of 10 activities that the people around us are doing right now, like the examples.

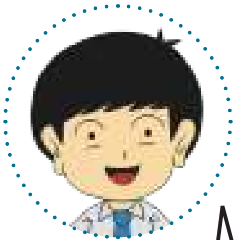


We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

No.	Place	Person(s)	Activities
	in the classroom	we, Class 8B	studying English
	in their notebook	some students	writing
	-	Wina	cleaning the whiteboard
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Collecting Information

We will work in groups. We will put the information in our table into meaningful sentences.



Here are what we will do. **First**, we will study the examples carefully. **Second**, we will copy the examples to our notebook. **Third**, we will write 10 sentences about the 10 activities we have in our table.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

We, Class 8B, are studying English in the classroom.

Some students are writing in their notebooks.

Wina is cleaning the whiteboard.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Observing & Asking Questions

We will work in groups. We will learn to present orally, **not read**, the 10 facts to each other.

Here are what we will do. **First**, one of us will stand in front of the group and present, **not read**, the 10 sentences orally. The others in the group will listen to him/her carefully. **Second**, we will take turns presenting the sentences. **Third**, we will correct each other's mistakes.



We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

We will play the roles of the speakers in the conversation.

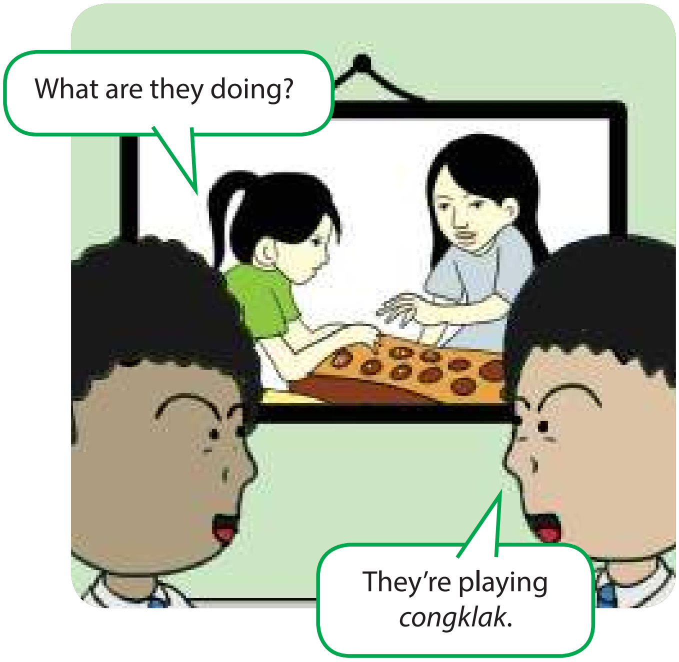


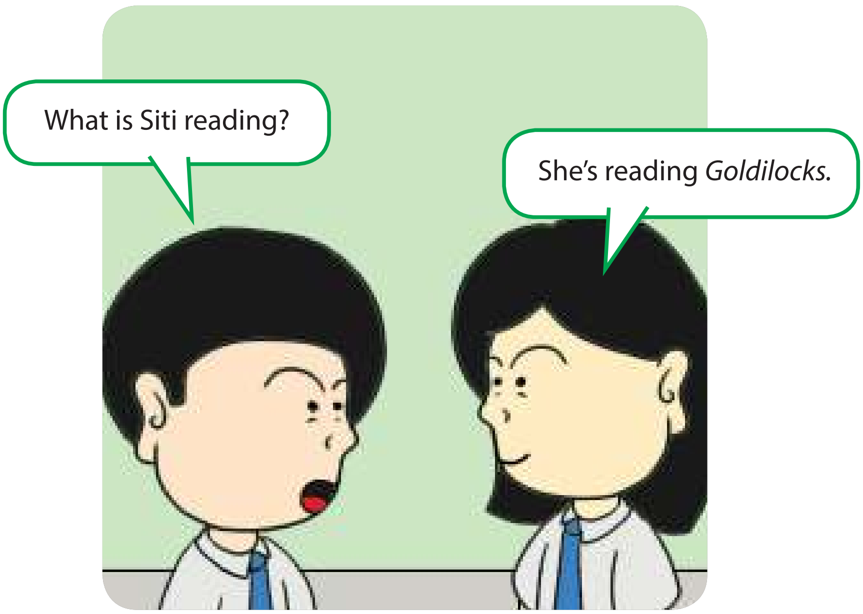
Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group we will play the roles of the speakers in the conversations. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.



Observing & Asking Questions



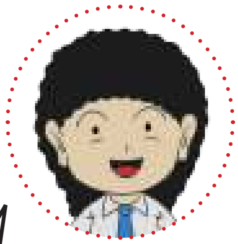


Collecting Information

We will work in groups. We will ask and answer questions about what people are doing right now.

Here are what we will do. **First**, we will listen and repeat the sentences after the teacher, one by one. **Second**, in the group we will take turns asking and answering, **not reading**, the questions to each other. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.



No	Questions	Answers
1.	What is Rina doing?	She's returning a book to the library.
2.	Who are Roni and Rudi waiting?	They are waiting for us.
3.	What is Rini doing?	She's finishing the math homework.
4.	Where are they studying?	They are studying in the library.
5.	What is he doing?	He's having his lunch in the canteen.
6.	What are the teachers doing?	They're having a meeting in the teacher room.
7.	What is Sinta doing?	She's meeting the principal.
8.	What are they talking about?	They are talking about the football match.
9.	What is Gani doing?	He is buying something in the school co-op.
10.	What are you doing there?	We're practicing English.

Collecting Information

We will work in groups. We will ask and answer questions about ten activities that the people around us are doing right now.



Here are what we will do. **First**, we will go around and find 10 activities that the people around us are doing right now. **Second**, when we find one, we will ask what the person is doing or what the persons are doing. **Third**, we will tell what the person is doing or what the persons are doing. **Fourth**, we will write down the 10 questions and the answers on a piece of paper.

We will say the sentences loudly, clearly, and correctly. We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

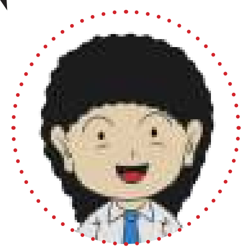
1. Q: What is Marcel doing?

   A: He's chatting with Dino.

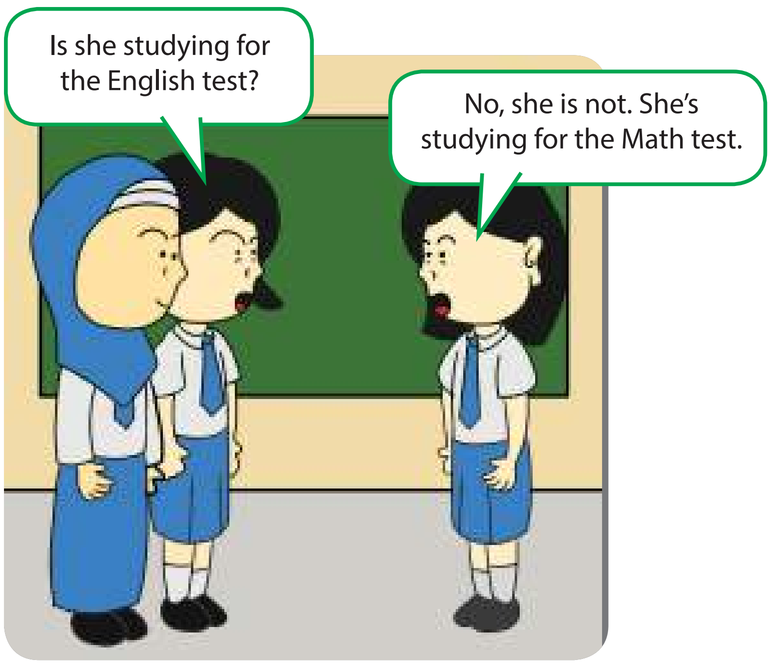
Observing & Asking Questions

We will play the roles of the speakers in the conversations.

Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group we will play the roles of the speakers in the conversations. **Third**, we will correct each other's mistakes.



We will say the sentences loudly, clearly, and correctly.




Are you telling them the funny story?
Yes, I am.


Are they talking about us?
No, I don't think so.

Collecting Information

We will work in groups. We will look closely at the 12 pictures below and guess what the people are doing.

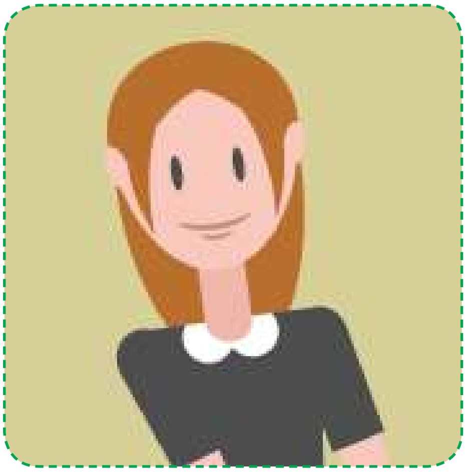


Here are what we will do with each picture. **First**, we will study the examples of how to do the activity carefully. **Second**, one person in the group will guess by asking a question. **Third**, the others will answer 'Yes' if they agree, or 'No' if they do not agree, and then say the correct answer.

We will say the sentences loudly, clearly, and correctly.

No	Questions	Answers
1.	Is she laughing?	No, she's not. She's smiling.
2.	Are they laughing?	Yes, they are laughing.
3.	Is she washing her hair?	No, she is not. She is combing her hair.

Collecting Information









Associating









Associating









Communicating

We will play a guessing game.



Here are what we will do. **First**, one group will be standing in front of the class. One person will act out an activity. The other members will ask "What is he/she doing?" **Second**, the other groups will guess what he/she is doing, for example, "He is swimming." **Third**, the acting group will answer "Yes" if the answer is correct, and then say the correct sentence. If the answer is wrong, they will say "No" and wait until they get the right answer. If they do not get the right answer, they will stop and then give the correct answer.

We will raise our hands and wait until our teacher gives us the chance to guess. We will say the sentences loudly, clearly, and correctly.



Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

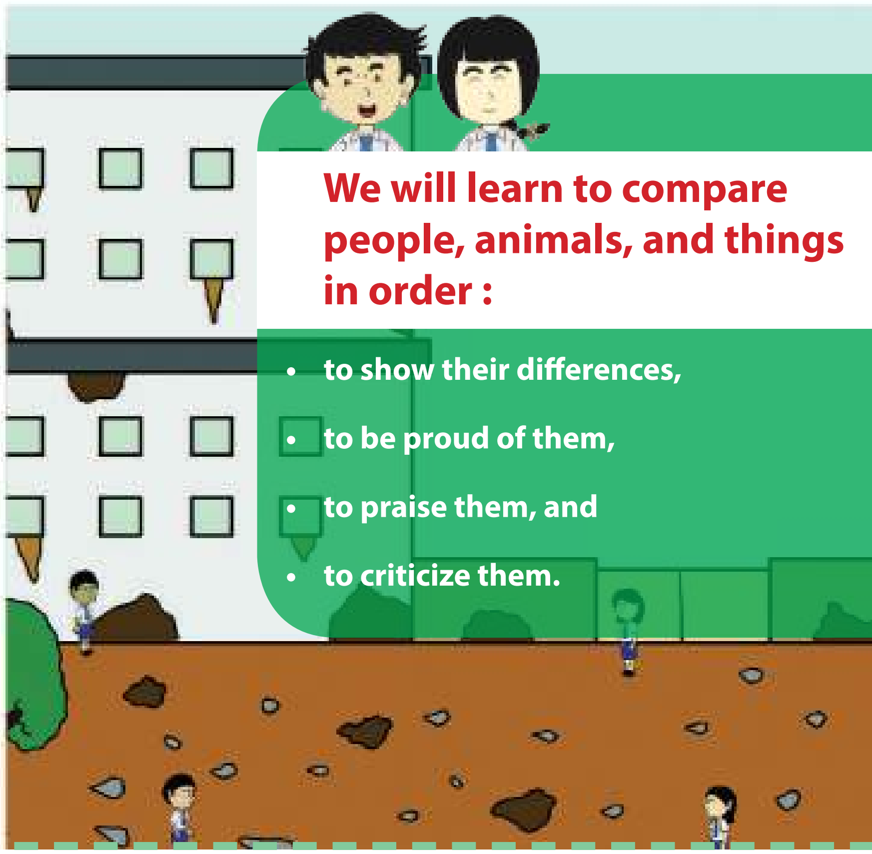
____

____

Chapter IX

Bigger is not always better



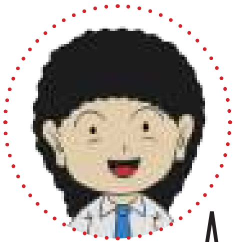


We will learn to compare people, animals, and things in order :

- to show their differences,
- to be proud of them,
- to praise them, and
- to criticize them.

Observing & Asking Questions

We will play the roles of the speakers in the conversations.



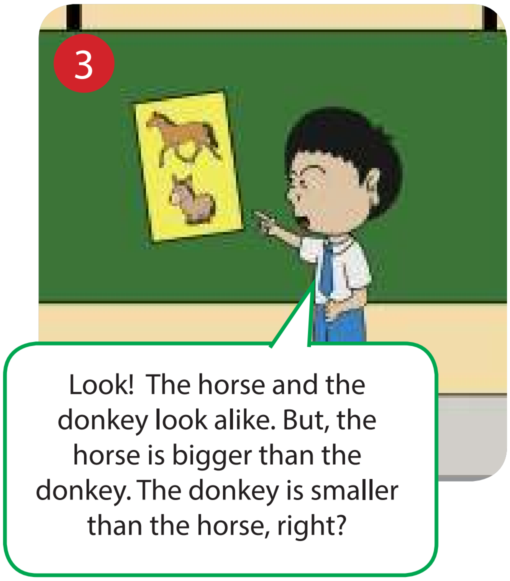
Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group, we will play the roles of the speakers. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.



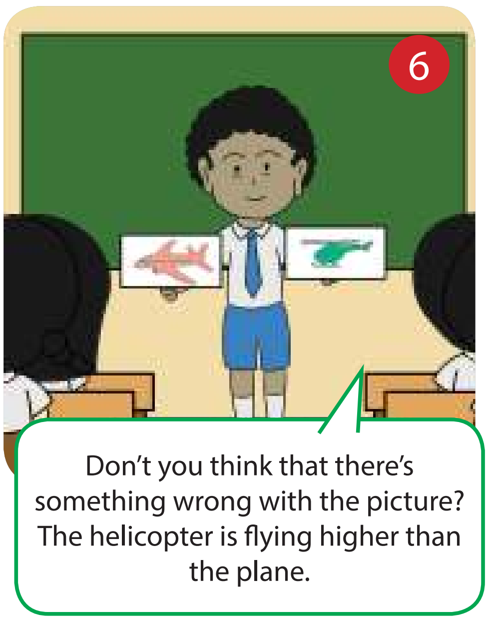


Observing & Asking Questions









Observing & Asking Questions

We will play the roles of the speakers.

Here are what we will do. **First**, we will listen and repeat the statements after the teacher, one by one. **Second**, in the group, we will play the roles of the speakers. **Third**, we will correct each other's mistakes.



We will say the sentences loudly, clearly, and correctly.

1



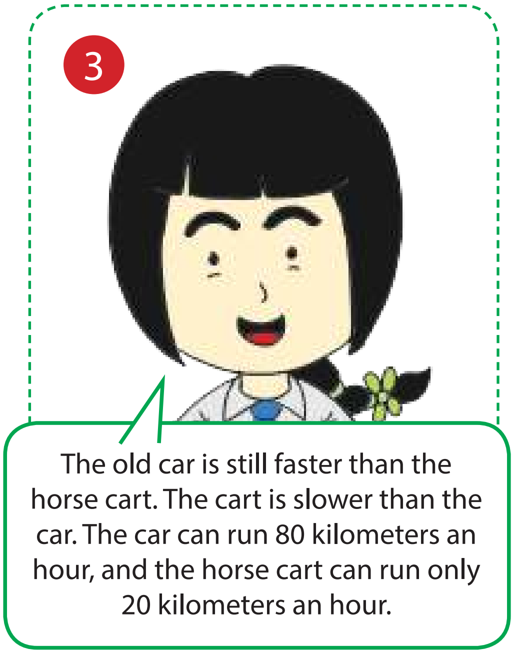
I'm younger than Hasan, and Hasan is older than me. I'm 12 years old. Hasan, my brother, is 15 years old. Hasan is my older brother.

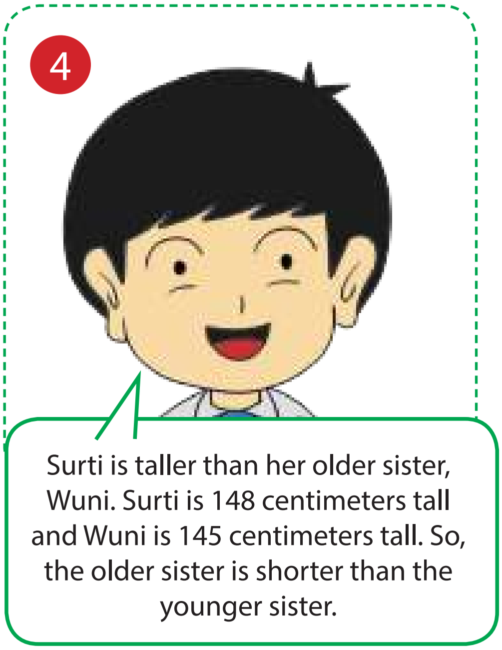
2



My ruler is shorter than Dina's. Dina's is longer than mine. Dina's is 50 centimetres long, and mine is only 30 centimetres long.

Observing & Asking Questions









Collecting Information

We will be drilled by our teacher to say the adjectives in three different forms. We will start with the verbs we have used in the conversation.



Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the adjectives in the three forms to our notebooks. We will handwrite the work. While writing, we will say the words. **Second**, we will be drilled by our teacher to say the adjectives in the three forms, orally. We must not see the table. Our teacher will say the basic form, and we will say the other two forms. We will do it very fast.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

No.	Adjectives	-er	the -est
1	small	smaller	the smallest
2	strong	stronger	the strongest
3	big	bigger	the biggest
4	weak		
5	tall		
6	short		
7	thin		
8	high		
9	low		
10	heavy		
11	light		
12	young		
13	old		
14	long		
15	fast		
16	slow		

Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.



✓ I know that now we are learning to compare the qualities of people, animals, and things. They are:

big, small, tall, short,

____

____

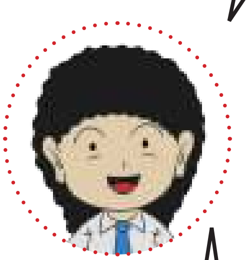
✓ I also know how to compare people, animals, and things. That is,

a. to say 'lebih' in bahasa Indonesia, we add ____________________ to the adjective (kata sifat).

b. for 'daripada' we use the word ____________________________.

Observing & Asking Questions

We will play the roles of the speakers.



Here are what we will do. **First**, we will listen and repeat the statements after the teacher, one by one. **Second**, in the group, we will play the roles of the speakers. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.

1



I got 90 in English and 65 in History. For me, English is easier than History. History is **more difficult** than English.

2



I bought this beautiful pencil case for just fifteen thousand rupiahs, and this very simple plastic purse for twenty thousand rupiahs. Funny isn't it? The pencil case is **more beautiful** but it is cheaper. The purse is simpler but it is **more expensive**.

Observing & Asking Questions





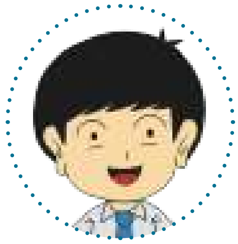




Collecting Information

We will work in groups. We will complete the sentences to compare people, animals, and things.

Here are what we will do. **First**, we will read the sentences carefully, one by one. **Second**, in the group we will discuss to put the right words into the blank spaces. **Third**, we will say the complete sentences. We will correct each other's mistakes.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. For Marcus, English is <u>more difficult</u> than History.
2. Tasia is saying that the pencil case is ______________________ the purse, but the purse is __________________ the pencil case.
3. According to Dwi, roses are ___________________ other flowers.
4. Max wants to sit on the bench under the tree because it is ___ there.
5. According to Erman, the book 'Malin Kundang' is ________ the film.
6. Yuni is saying that Edo is ________________ the other students.

Reflecting



We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

✓ I know that now we are learning to compare the qualities of people, animals, and things in longer words, such as:

difficult, beautiful, ...

____

____

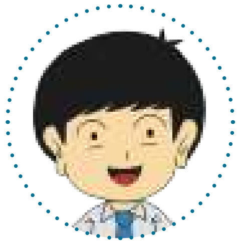
✓ I also know how to compare people, animals, and things. That is,

a. to say 'lebih' in bahasa Indonesia, we add a word ______________ before the adjective (kata sifat),
b. for 'daripada' we use the word ________________________.

Observing & Asking Questions

We will play the roles of the speakers on the next page.

Here are what we will do. **First**, we will listen and repeat the statements after the teacher, one by one. **Second**, in the group, we will play the roles of the speakers. **Third**, we will correct each other's mistakes.

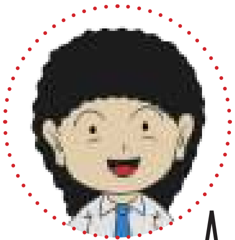


We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

1. Edo: “This is a plastic bag. It is good. But the cotton bag is better. It is more expensive.”
2. Dayu: “Fatima got a B in Math. But she got a better mark in English. She got an A.”
3. Udin: “My shoes are good. I bought them for seventy thousand rupiahs. But my father’s shoes are better. He bought them for two hundred thousand rupiahs.”
4. Siti: “A T-shirt with a picture on it is good. But I think a T-shirt without a picture is better. I like plain T-shirt.”
5. Lina: “My handwriting is good and clear. But my mother’s hand-writing is better and clearer.”
6. Ratna: “Getting a bad mark is bad. But cheating is worse. It is not honest.”
7. Mariska: “These oranges are bad. They do not look fresh. But these mangoes are worse. They are rotten. You cannot eat them.”
8. Thomas: “Smoking is bad. But smoking in public is worse.”
9. Firman: “This small comic is bad for children. But, the big one is worse, because there are many bad words in it.”
10. Andi: “The road was bad. And after the flood, it certainly became worse.”

Observing & Asking Questions



1. Max: "I have 10 books. My teacher has 20 books. My teacher has more books than me. I have fewer books than my teacher."
2. Yuni: "Usually, there are 10 students in the library in the morning. In the afternoon, usually there are only 5 students. There are more students in the morning and fewer in the afternoon."
3. Zulfikar: "My uncle is richer than my father. He has more money than my father. My father has less money than my uncle."
4. Ani: "There are 5 pockets on my bag, and 8 pockets on Andri's bag. My bag has fewer pockets, and Andri's bag has more pockets."
5. Agus: "Bread is not very sweet. Banana cake is very sweet. There is more sugar in banana cake, and there is less sugar in bread."

Collecting Information

We will work in groups. We will complete the following sentences according to the above statements.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will discuss to find the right words to fill in each blank space. **Third**, every one of us will handwrite the complete statements on a piece of paper. **Finally**, we will say, not read, the sentences to each other.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Max is saying that his teacher has more books than him, and he has fewer books than his teacher.
2. Yuni is saying that usually there are__________________ in the library in the morning, and there are __________________ in the afternoon.
3. Zulfikar is saying that his father________________________ his uncle, and his uncle ______________________________________ his father.
4. According to Ani, her bag___________________________Andri's bag.
5. According to Agus, there is____________________________in bread, and _________________________in banana cake.

Associating

We will play the roles of the speakers on the next page.



Here are what we will do. **First**, we will listen and repeat the statements after our teacher, one by one. **Second**, in the group, we will play the roles of the speakers. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.

Associating

1. Balkis: “I think real flowers are more beautiful than paper flowers. Paper flowers are more beautiful than plastic flowers. So, real flowers are the most beautiful of all flowers.”

2. Putu: “Heni is 165 centimeters tall. Susi is 158 centimeters tall. Ita is 150 centimeters tall. Heni is taller than Susi. Susi is taller than Ita. So, Heni is the tallest, and Ita is the shortest.”

3. Tasia: “According to my sister, a big bus is more comfortable than a small bus. A mini bus is more comfortable than a micro bus. So, a big bus is the most comfortable of all.”

4. Hendrik: “The snake is longer than the eel. The eel is longer than the earth worm. So, the snake is the longest, and the earth worm is the shortest.”

5. Bayu: “My father always says that fresh fruit is more delicious than fruit juice. Fruit juice is more delicious than canned fruit. So, fresh fruit is the most delicious of all.”

6. Hasim: “The hospital is 3 kilometers from here, the bank is 4 km from here, and the post office is 5 km from here. The hospital is nearer than the bank, the bank is nearer than the post office. So, the hospital is the nearest, and the post office is the farthest.”

Associating

We will work in groups. We will put all the adjectives we have learned into the table below. We will put the right forms of the adjectives in the right columns.

Here are what we will do. **First**, we will read again all the statements from the beginning of the chapter. We will put all the adjectives into the right columns. **Second**, we will supply the right forms of the adjectives into the other two columns. **Third**, we will be drilled by the teacher to say the adjectives in the three forms, orally. We will do it fast.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

No	Adjectives	-er /more-	the –est /the most-
1.	beautiful	more beautiful	the most beautiful

Reflecting



✓ Now I know how to compare two objects and more than two objects.

a. To say 'lebih' in English, we use "–er/more ... than"

b. To say 'paling' in English, we use "the –est/most ... of"

Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

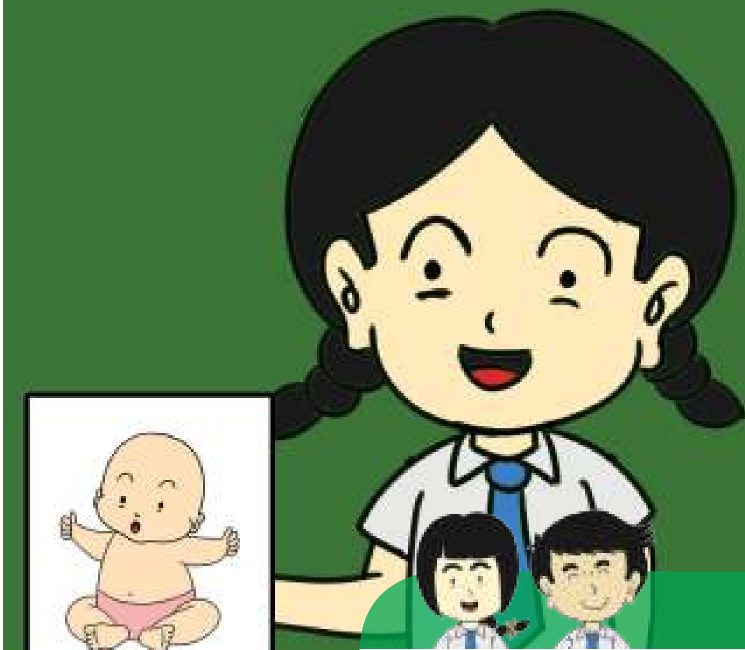
The activities I like most were

The activities I found most difficult were

What I need to do better is/are

Chapter X

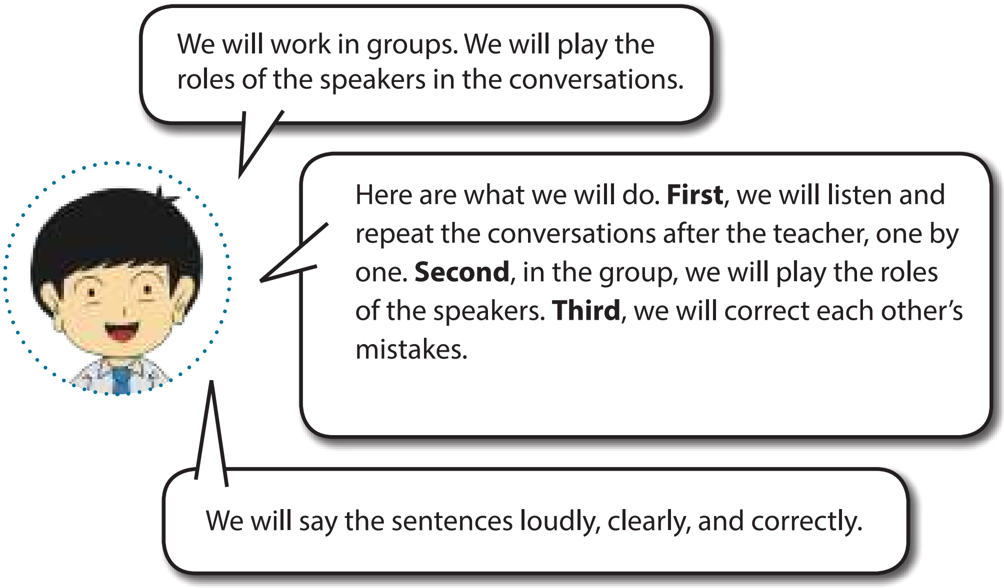
When I was a child

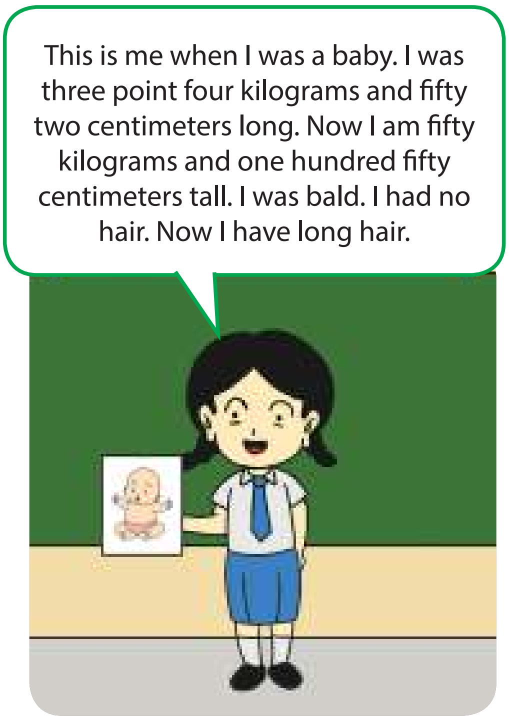


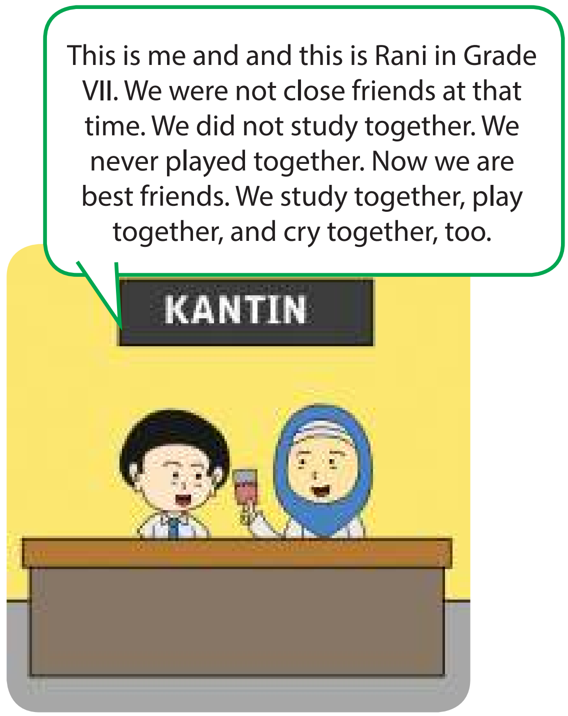
We will learn:

- to communicate states and events in the past in order to share information with others.

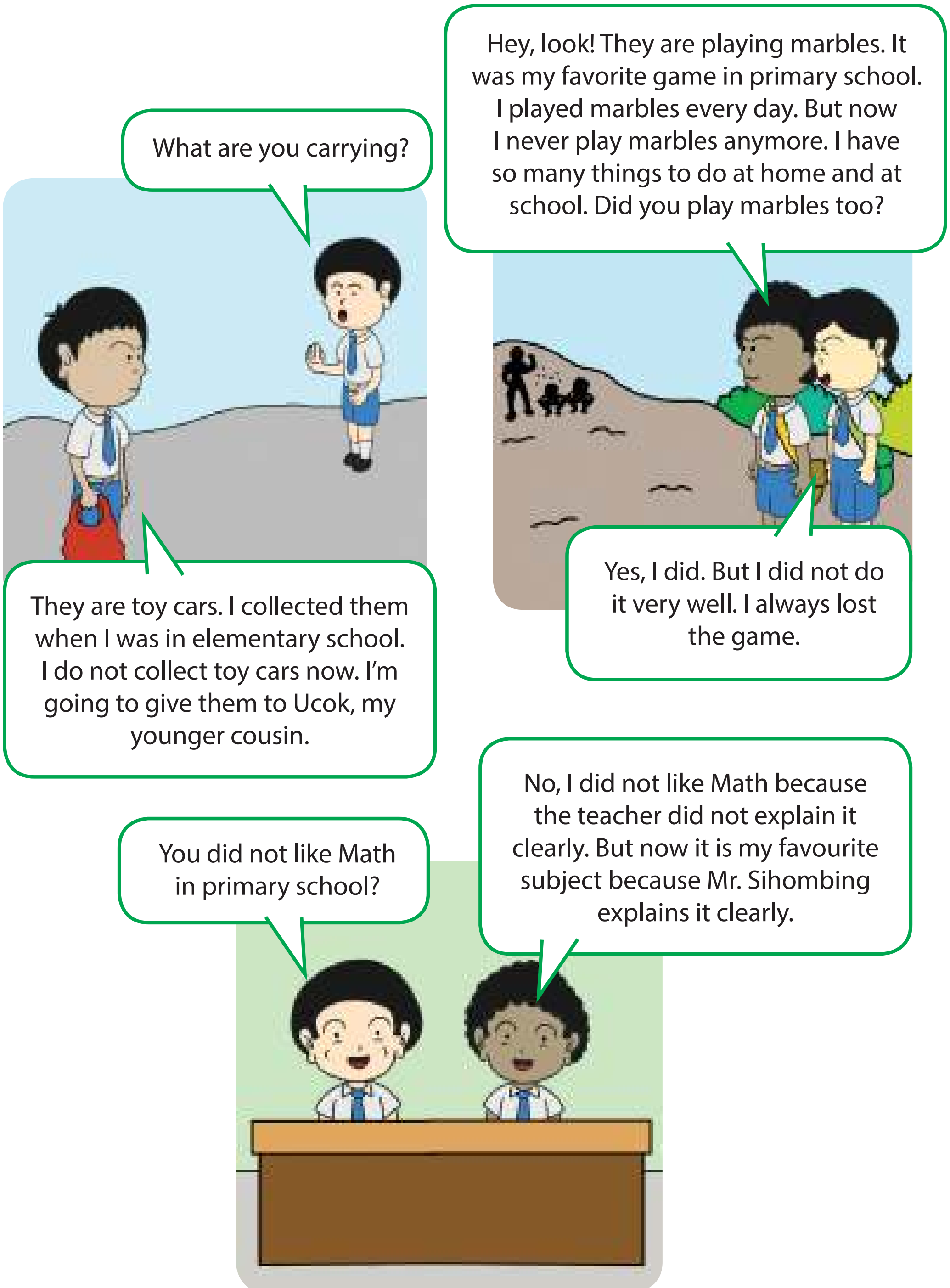
Observing & Asking Questions



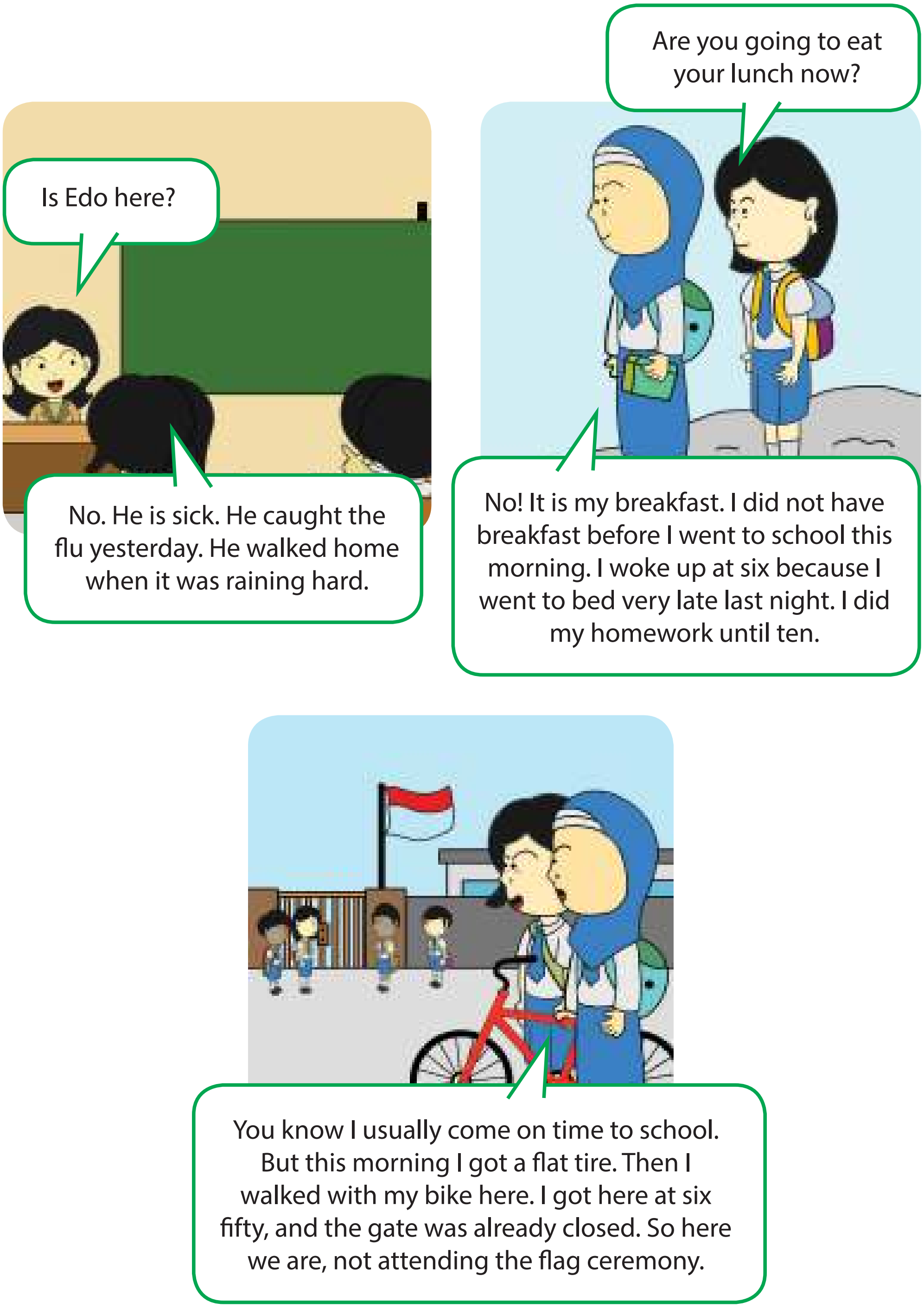




Observing & Asking Questions



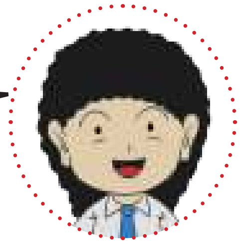
Observing & Asking Questions



Collecting Information

We will work in groups. We will identify the speakers' statements about themselves in the past and at present.

Here are what we will do. **First**, we will study the examples carefully. **Second**, we will copy the example to our notebook. **Then**, we will discuss in groups the statements about themselves in the past and handwrite them in the second column and the statements about themselves in the present and handwrite them in the third column.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

Students	In the past	Now
Dayu	- She was a baby.	- She is an SMP student (a teenager).
	- She was 3.4 kg.	- She is 50 kg.
	- She was 52 cm.	- She is 150 cm tall.
	- She was bald.	
	- She had no hair.	- She has long hair.
Siti and Rani	- They were not close friends.	- They are best friends.
	- They did not study together.	- They study together.
	- They never played together.	- They play together.
		- They cry together, too.
Beni		
Edo and Dayu		

Collecting Information

We will be drilled by our teacher to say the verbs in four different forms. We will use all the verbs in this chapter.



Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work. While writing, we will say the words. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. Our teacher will say the "to..." form, and we will say the other three forms. We will do it very fast.

We will say the words loudly, clearly, and correctly.

Collecting Information

to–	Present	Past	–ing
to be	is	was	being
to be	am	was	being
to be	are	were	being
to have	have	had	having
to study	study	studied	studying
		did not study	
to play	play	played	playing
to cry	cry	cried	crying
to carry	carry	carried	carrying
to collect	collect	collected	collecting
	do not collect		
to give	give	gave	giving
to go	go	went	going
to look	look	looked	looking
to play	play	did not play	playing
to do	do	did	doing
		did not do	
to lose	lose	lost	losing
to like	like	liked	liking
		did not like	
to explain	explain(s)	explained	explaining
		did not explain	

Collecting Information

to–	Present	Past	–ing
to catch	catch	caught	catching
to walk	walk	walked	walking
to rain	rain	rained	raining
to eat	eat	ate	eating
to have	have	had	having
		did not have	
to wake	wake	woke	waking
to go	go	went	going
to do	do	did	doing
to know	know	knew	knowing
to come	come	came	coming
to get	get	got	getting
to attend	attend	attended	attending

Reflecting

We will work in group to reflect on our learning. We will discuss to complete the statements in the box.



✓ I know that I'm now learning to ______________________________

✓ I know that a verb has __________ different forms:

a. the past form has –ed in the end of the word, for example: _______
____

b. some past verbs have different vowels/sounds from those in the present forms,
for example: ____

c. some past verbs have totally different forms from the present forms,
for example: ____

✓ I know that

a. we use the past form for _________________________________

b. we use the present form for ______________________________

Observing & Asking Questions

We will work in groups. We will learn to read entries written by Dayu to each other.



Here are what we will do. **First**, we will listen carefully to our teacher reading each of the entries. **Second**, we will repeat after him/her, sentence by sentence. **Then**, in groups we will learn to read the entries to each other. We will correct any mistakes we hear.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

Day 1

When I **was** a baby, when I **could not do** anything, my parents and my elder brother **took** care of me. My brother is five years older than me. I **didn't sleep** with my mum. I **slept** in a baby cot in my parents bedroom. My brother **slept** in his own room. My mum **breastfed** me for two years.

Day 2

When I **cried**, they **calmed** me down. When I **was** afraid of something, they **comforted** me. My dad often **carried** me around in the morning sun. When I **got** older, they **spoonfed** me. I **played** with my brother. I **was** naughty, but he never **got** angry with me. He **was** very patient with me.

Day 3

I **started** my kindergarten when I **was** five years old. I **did** my kindergarten for two years, one year in Kindy A and one year in Kindy B. My kindy **was** near my home. I **walked** to my kindy with my mum or my brother. Sometimes I **went** with my dad on his motorcycle.

Day 4

In the classroom, my teacher **read** us stories. We **sang** happy songs, we **coloured** pictures, and we **played** with dough and colorful paper. In the playground, we **played** sliding, we **ran** around, and we also **played** hide-and-seek.

Observing & Asking Questions

Day 5

I **started** my primary school when I **was** seven years old and **finished** when I **was** twelve. I also **walked** to school, because my school **was** only 200 meters from my home. I **went** to school with my brother or with my friends. Sometimes my dad **took** me to school on his motorcycle. Sometimes I **walked** to school by myself.

Day 6

I **learned** many new things in primary school. I **learned to write** and **to read** in Grade 1 and Grade 2. My favourite teacher **was** Mrs. Ningrum. She was very smart. She **taught** us traditional dances and songs. She also **taught** us to plant trees and take care of the garden. One day she **took** us to the local library to borrow books.

Day 7

I have many sweet memories in my primary school. My friends and I often **helped** Pak Min, the janitor, because he **had** so much work to do. We **felt** happy when we **could help** him. My Physical Education (PE) teacher, Mr. Laode, often **took** us to walk around the hills and along the river near our school. We **took** a rest under the trees when we **were tired**.

Day 8

I **learned to ride** on a bicycle in the school yard in the afternoon after school. And then I **could ride** in the small streets in the neighbourhood, with my friends. My friends and I often **spent** hours chatting in the small green yard near the Kelurahan office. The boys **climbed** the big trees. We also **swam** in the river. It **was** still very clean at that time. It **is** very dirty now.

Collecting Information

We will work in groups. We will handwrite Dayu's statements about her in the past.

Here are what we will do. **First**, we will study the statements in the example carefully. **Second**, we will copy the example to our notebook. **Then**, in groups we will handwrite Dayu's other statements from her other entries about her in the past in our notebook.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

DAYU WHEN SHE WAS A BABY

1. She could not do anything.
2. Her parents and her elder brother took care of her.
3. She didn't sleep with her mum.
4. She slept in a baby cot in her parents' bedroom.
5. Her brother slept in his own bedroom.
6. Her mum breastfed her for two years.
7. When she cried, her parents and her brother calmed her down.
8. When she was afraid of something, they comforted her.
9. Her dad often carried her around in the morning sun.
10. When she got older, they spoonfed her.
11. She played with her brother.
12. She was naughty, but her brother was very patient with her.

Collecting Information

We will be drilled by our teacher to say the verbs in four different forms. We will use the verbs we have learned.



Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work. While writing, we will say the words. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. Our teacher will say the "to..." form, and we will say the other three forms. We will do it very fast.

We will say the sentences loudly, clearly, and correctly.

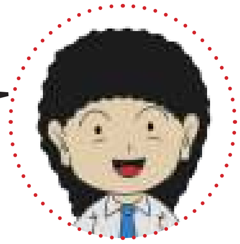
Collecting Information

to....	Present	Past	–ing
to take	take	took	taking
to sleep	sleep	slept	sleeping
to breastfeed	breastfeed	breastfed	breastfeeding
to calm	calm	calmed	calming
to comfort	comfort	comforted	comforting
to spoonfeed	spoonfeed	spoonfed	spoonfeeding
to start	start	started	starting
to read	read	read	reading
to sing	sing	sang	singing
to colour	colour	coloured	colouring
to run	run	ran	running
to learn	learn	learned	learning
to teach	teach	taught	teaching
to borrow	borrow	borrowed	borrowing
to tease	tease	teased	teasing
to hide	hide	hid	hiding
to ride	ride	rose	riding
to spend	spend	spent	spending
to climb	climb	climbed	climbing
to swim	swim	swam	swimming

Associating

We will work in groups. We will learn to read entries written by Dayu to each other.

Here are what we will do. **First**, we will listen carefully to our teacher reading each of the entries. **Second**, we will repeat after him/her, sentence by sentence. **Then**, in groups we will learn to read the entries to each other. We will correct any mistakes we hear.



We will say the sentences loudly, clearly, and correctly.

Associating

Day 9

Now, here I **am** in this SMP. Last year I **was** in Grade VII, and now I am in Grade VIII. This school is two kilometers from my home. I **learned** many new things in Grade VII. It **was** my first time to go to school on my bike. I **met** boys and girls from different parts of this town. I **was** very happy when I first **wore** my blue-and-white uniform.

Day 10

Last year **was** my first time to learn English. I **learned to greet** other people in English, **to introduce** myself in English, and **to ask** and **answer** questions in English. We also **learned to describe** our family, our friends, and our school in English. I **sang** my first English song. I also **read** my first English story.

Day 11

We **have** no helper, so my mum, my dad, my sister, and I **do** the chores ourselves. We **make** the bed. We **wash** and **iron** our clothes. We also **dust** the furniture. We **sweep** and **mop** the floor every day. I often **go** to the shop **to buy** sugar, soap, oil, salt, rice, vegetables, fruits, and so on.

Day 12

In the past only my mum **cooked** for us. Now, my brother and I often **cook** for the family. We **fry** eggs and make fried rice or noodles. When I **lost** something, everybody else **found** it for me. Now, when I **lose** something, I **find** it myself.

Collecting Information

We will work in groups. We will identify Dayu's statements about herself in the past and at present.



Here are what we will do. **First**, we will study the example carefully. **Second**, we will copy the example to our notebook. **Then**, we will discuss in the group the statements about Dayu in the past and handwrite them in the first column and the statements about Dayu in the present and handwrite them in the second column.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

AS A STUDENT IN GRADE VII	NOW AS A STUDENT IN GRADE VIII
- She was in Grade VII last year.	- She is in Grade VIII now.
- She learned many new things.	
- She rode to school on her bike for the first time.	
- She met boys and girls from different parts of the town for the first time.	
- She __________ very happy when she __________the blue-and-white uniform for the first time.	
- She __________ English for the first time last year.	
- She __________ to greet other people in English.	
- She __________ to introduce herself in English.	
- She __________ to ask and answer questions in English.	
- She __________ to describe her family, her friends, and her school in English.	
- She __________ her first English song.	
- She __________ her first English story.	
- She __________ not a class captain.	
- She _____not_____ many things for her class.	

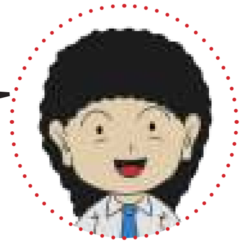
Collecting Information

WHEN SHE WAS SMALL	NOW AS A TEENAGER
- Her school __________ near her home.	- Her school __________ 2 kilometers from her home.
- Other people __________ many things for her.	- She __________ many things to other people.
- She __________ most of the time.	- She __________ most of the time.
- She _____not_____ the chores.	- She __________ the chores.
- She _____not_____ the bed.	- She __________ the bed.
- She _____not_____ the furniture.	- She __________ the furniture.
- She _____not_____ the clothes.	- She __________ her clothes.
- She _____not_____ the clothes.	- She __________ the clothes.
- She _____not_____ the floor.	- She __________ the floor every day.
- She _____not_____ to the shop.	- She __________ to the shop.
- She _____not_____ for the family.	- She __________ for the family.
- When she __________ something, everybody else __________ it for her.	- When she __________ something, she __________ it herself.

Collecting Information

We will be drilled by our teacher to say the verbs in four different forms. We will use the verbs we have learned.

Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work. While writing, we will say the words. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. Our teacher will say the "to..." form, and we will say the other three forms. We will do it very fast.



We will say the words loudly, clearly, and correctly.

Collecting Information

to–	Present	Past	–ing
to learn	learn	learned	learning
to meet	meet	met	meeting
to wear	wear	wore	wearing
to greet	greet	greeted	greeting
to introduce	introduce	introduced	introducing
to ask	ask	asked	asking
to answer	answer	answered	answering
to describe	describe	described	describing
to sing	sing	sang	singing
to do	do	did not do	doing
to read	read	read	reading
to make	make	made	making
to wash	wash	washed	washing
to iron	iron	ironed	ironing
to dust	dust	dusted	dusting
to sweep	sweep	swept	sweeping
to mop	mop	mopped	mopping
to buy	buy	bought	buying
to cook	cook	cooked	cooking
to fry	fry	fried	frying
to lose	lose	lost	losing
to find	find	found	finding

Communicating

We will work in groups. We will write five statements about activities we and other people around us did or experienced and when they happened.



Here are what we will do. **First**, we will study the example carefully. **Second**, we will copy the example to our notebook. **Then**, in groups every one of us will handwrite five statements about activities we and other people around us did or experienced and when they happened.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

1. I got this scar on my cheek last week.
2. My sister did not go to the festival last Monday.
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Reflecting

We will work in groups to reflect on our learning. We will discuss what we have learned.



Now I know how to express states or events in the past.

a. We use the _______________ form of the verbs.

b. A state or an event in the past can be related to _______________

____

I have learned many new words, too, for example _______________

_______________________________________ They are in my real life.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

Chapter XI

Yes, we made it!

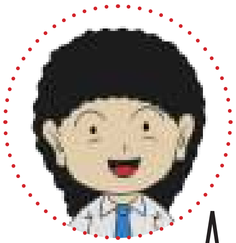


We will learn to give an account of events and activities in order :

- to share our experience,
- to show that we're proud of them,
- to learn from them, and
- to report them.

Observing & Asking Questions

We will work in groups. We will play the roles of the speakers in the conversations.



Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group, we will play the roles of the speakers. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

Udin: "Let's work together to plan our texts to tell our experience?"
Edo: "Okay. I'll tell how my brother and I made the garden benches."
Udin: "I'll tell how we won the First Prize of the Classroom Competition. What about you, Lina?"
Lina: "I will tell my sister's funny experience last Saturday. She went to school on Saturday!"
Udin: "Let's start with Edo's story. First, how did you and your brother have the idea of making garden benches?"
Edo: "My father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea."
Lina: "What did you do?"
Edo: "We told Dad that we wanted to make garden benches from the wood. He agreed and he would help us."
Udin: "What did your father do to help you?"
Edo: "He sawed the wood into three pieces. 25 cm in diameter and 25 cm in height."
Lina: "Ánd after that?"
Edo: "After that, we rubbed them with sandpaper to make them smooth. Then, we dried them in the sun for a week."
Udin: "When they were dry, what did you do?"
Edo: "We painted them, one green, one red, and one blue. Then, we dried them again in the sun for three days."
Lina: "Okay. Now let's help Edo write his experience in a good order."

Collecting Information

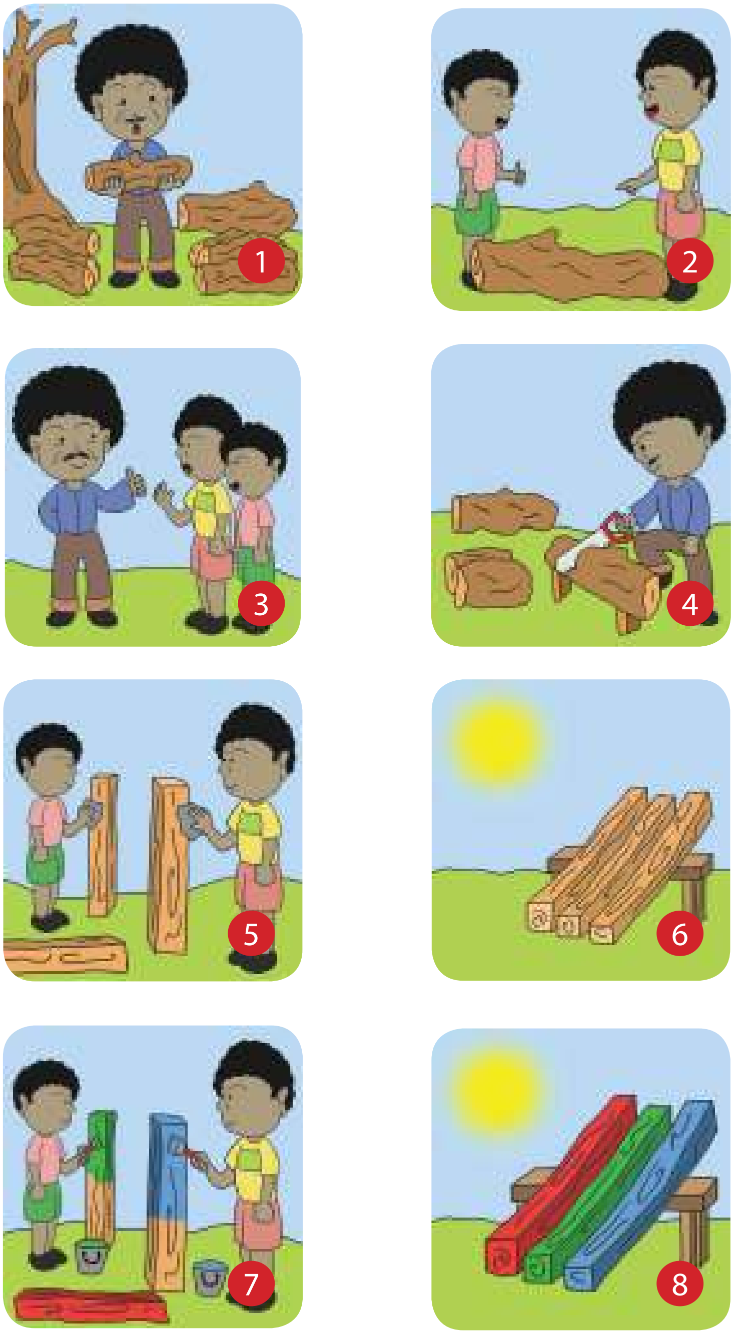
We will write Edo's statement that matches each of the pictures.

Here are what we will do. **First**, we will study each of the pictures carefully. **Second**, we will read the conversation again. **Then**, we will discuss which statement matches each of the pictures. **Finally**, we will handwrite the statements on a piece of paper.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information



Collecting Information

1. Picture 1: My father cut down the old mango tree behind our house three weeks ago.
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

Observing & Asking Questions

The next one is their discussion to help Udin to tell how his class won the First Prize of the Classroom Competition. We will play the roles of the speakers.



Here are what we will do. **First**, we will listen and repeat the conversations after the teacher, one by one. **Second**, in the group, we will play the roles of the speakers. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

Udin: "I want to tell how our class won the First Prize of the Classroom Competition."

Lina: "Let's guide Udin to tell how our class won the First Prize of the Classroom Competition. How did you know the Classroom Competition?"

Udin: The principal announced the Classroom Competition on Monday in the flag ceremony.

Edo: "Okay. What did you do then?"

Udin: "When we were back to the classroom, we realised that many desks and chairs are old and dirty. Some had loose legs."

Lina: "And then?"

Udin: "In the afternoon, we talked and agreed to come on Saturday to fix them."

Lina: "What did we bring to work on Saturday?"

Udin: "On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on."

Edo: "What did the students do with the desks and chairs?"

Udin: "Some of us washed the desks and the chairs. Some furnished them. Some fixed the legs."

Lina: "So, we won the competition!"

Udin: "Yes. Now our desks and chairs are clean and strong. And we won the First Prize of the Classroom Competition."

Collecting Information

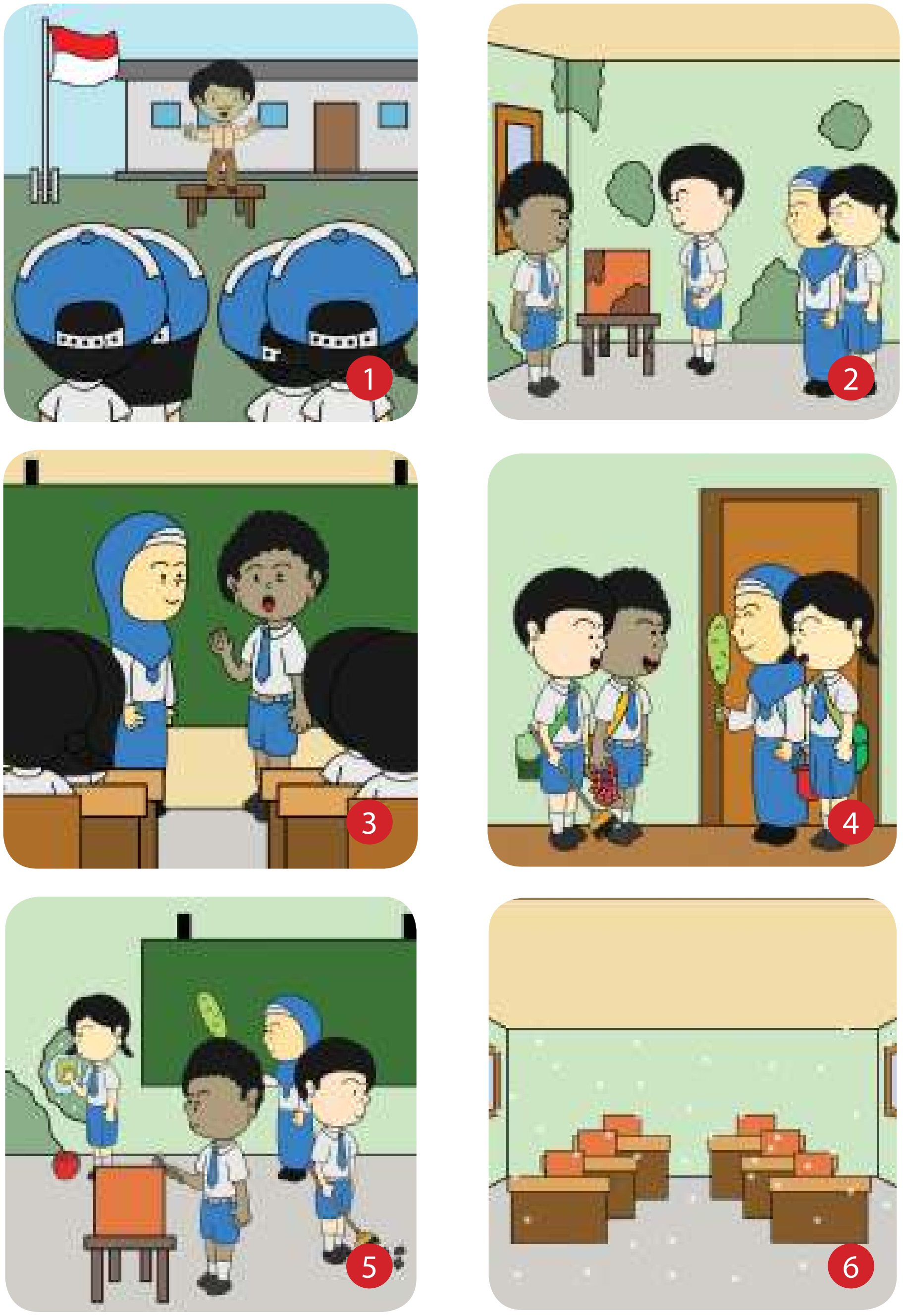
We will write Udin's statement that matches each of the pictures.

Here are what we will do. **First**, we will study each of the pictures carefully. **Second**, we will read the conversation again. **Then**, we will discuss which statement matches each of the pictures. **Finally**, we will handwrite the statements on a piece of paper.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information



Collecting Information

1. Picture 1: The principal announced the Classroom Competition on Monday in the flag ceremony.
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Observing & Asking Questions

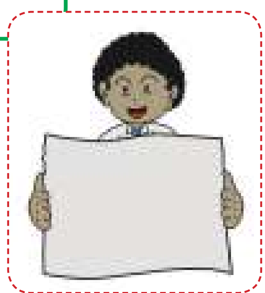
We will say Edo's sentences in his presentation.



Here are what we will do. **First**, we will listen carefully to our teacher reading the presentation. **Second**, we will repeat the presentation after him/her, sentence by sentence.

We will say the sentences loudly, clearly, and correctly.

My brother, Rizal, and I made the garden benches after my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had an idea. We told Dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter, and 25 cm in height. After that, Rizal and I rubbed them with sandpaper to make them smooth. After that, we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days.



Observing & Asking Questions

We will say Udin’s sentences in his presentation.

Here are what we will do. **First**, we will listen carefully to our teacher reading the presentation. **Second**, we will repeat the presentation after our teacher, sentence by sentence.



We will say the sentences loudly, clearly, and correctly.

Yes, Sir. We won the Classroom Competition because we worked hard. The principal announced the Classroom Competition on Monday in the Flag ceremony. When we were back to the classroom, we realised that many desks and chairs were old and dirty. Some had loose legs. In the afternoon, we talked and agreed to come on Saturday to fix them. On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Then, some of us washed the desks and the chairs. Some furnished them. Some fixed the legs. Now, we have brand new desks and chairs.



Observing & Asking Questions

We willl work in groups. We will learn to say Edo's and Udin's experiences to each other.



Here are what we will do. **First**, we will study the texts carefully. **Second**, we will use the pictures on page 171 and page 176 to guide us to say each statement. **Then**, in groups, we will take turn to say Edo's and Udin's experiences. We will correct our friends' mistakes.

We will not read the text, we will only say it. We will say the sentences loudly, clearly, and correctly.

Reflecting

We will work in groups to reflect on our learning. We will discuss what we have learned.



✓ I know that I'm now learning to ______________________________
____

✓ I know that experience consists of ___________________________
____

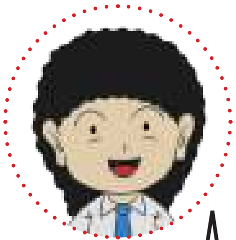
✓ I know that the events and happenings have to be presented in ___
____
___

✓ I know that to tell an experience you can start with ______________
____

✓ I know that we use _______________ to state the past events or happenings.

Observing & Asking Questions

We will play the roles of the speakers in the pictures.



Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions



You look tired and sleepy. Why?

I only slept for three hours last night. At ten, we heard a cry from Mrs. Wayan's home. She is our next-door neighbour. She's 70 years old and very weak. She lives alone. We went there quickly, and we found her on the floor. She just fell. She could not move her hands and her legs. At 10.30, my parents and I took Mrs. Wayan to hospital. My father and I sat in the front seats. In the back seats, my mum was holding Mrs. Wayan. In the emergency room, a doctor examined her. Then he said Mrs. Wayan had to stay in the hospital. When she was already in the ward, we went home. It was 2 a.m.



A careful analysis into the text will show you that the experience consists of five events.



1. Mrs. Wayan got an accident.
2. Udin's family came to Mrs. Wayan's home.
3. Udin's family took her to hospital.
4. Mrs. Wayan had to stay in the hospital.
5. Udin's family went home.

Collecting Information



We will find the sentences that state each event or happening.

Here are what we will do. **First**, we will read the events carefully. **Second**, we will study the example carefully. **Third**, we will read the conversation again. **Then**, in groups, we will decide which of the sentences state each of the events. **Finally**, we will handwrite the examples and the sentences on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

1. Mrs. Wayan got an accident.

   At ten, we heard a cry from Mrs. Wayan's home. She is our next-door neighbour. She's 70 years old and very weak. She lives alone.

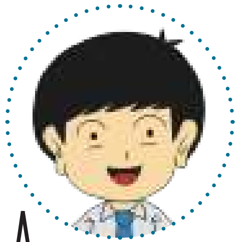
2. ______________________________
   ____
   ____

3. ______________________________
   ____
   ____

4. ______________________________
   ____
   ____

5. ______________________________
   ____
   ____

Observing & Asking Questions



We will play the roles of the speakers in the pictures.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions



You said your little sister did something funny this morning. What is that?

Yes, last Saturday, my little sister, Dina, did something funny. She got up very late, at six. She ran fast to the bathroom. She thought she would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her bag, and ran off to school. She did not even have breakfast. After walking for five minutes, she noticed that no other children were going to school. Soon she realized it was Saturday! So, she walked back home. We all laughed at her when she got home. She also laughed at herself. Then she changed her clothes, and went back to bed! My naughty sister!





A careful analysis into the text will show you that the experience consists of five events.

1. Dina forgot it was Saturday.
2. Dina did her routines before school, except having breakfast.
3. Dina began to realize it was Saturday.
4. We were all amused.
5. Dina got back to bed.

Collecting Information

We will find the sentences that state each event or happening.

Here are what we will do. **First**, we will read the events carefully. **Second**, we will study the example carefully. **Third**, we will read the conversation again. **Then**, in groups, we will decide which of the sentences state each of the events. **Finally**, we will handwrite the examples and the sentences on a piece of paper.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

1. Dina forgot it was Saturday.
   She got up very late, at six. She ran fast to the bathroom. She thought she would be late to school. She forgot it was Saturday.

2. ______________________________
   ____
   ____

3. ______________________________
   ____
   ____

4. ______________________________
   ____
   ____

5. ______________________________
   ____
   ____

Associating

We will work in groups. We will put the events and the sentences in each event of Lina's experience on page 191 in the right order.



Here are what we will do. **First**, we will read the events carefully. **Second**, we will discuss and decide the right order of the events. **Third**, we will read the sentences in each of the events and decide the right order of the sentences. **Then**, we will handwrite the result of our discussion on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

Part ______

- Suddenly I felt very hot on my cheek.
- I forgot that I was holding a hot spatula.
- But, thank God, my sister was unharmed.
- The hot spatula was on my cheek.

Part ______

- Without thinking, I caught her.
- Suddenly I saw my little sister, Fika, who was then two and a half years old.
- She almost hit her head on the frying pan.
- She was running fast to me.

Part ______

- I was helping my mum in the kitchen.
- This is how I got the scar on my face.
- When I was in Grade III, I had a little accident.
- We were making fried rice for breakfast.

Associating

We will work in groups. We will put the events and the sentences in each event of Siti's experience in the right order.

Here are what we will do. **First**, we will read the events carefully. **Second**, we will discuss and decide the right order of the events. **Third**, we will read the sentences in each of the events and decide the right order of the sentences. **Then**, we will handwrite the result of our discussion on a piece of paper.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

Part ______

- When we got there, some farmers were milking the cow.
- On Sunday morning, very early before sunrise, we walked to the farm.
- After we milked the cows, we had breakfast. We had very nice hot milk for breakfast.
- They told us to try it, but it was not easy.

Part ______

- Then we went home.
- After breakfast we helped the farmers.
- I will never forget the trip to the farm.
- Some of us helped them to feed the cows, and some of us helped the farmers wash the cows.
- At 10, we took a rest.
- They gave each of us a big glass of cold fruity yoghurt.

Part ______

- We got there in late afternoon on Saturday. It was almost sunset.
- When I was in Grade VI, my class had a tour to a small village.
- We spent the night in a big house.
- We visited a cow farm.

Communicating

We will work in groups. We will tell our experience.



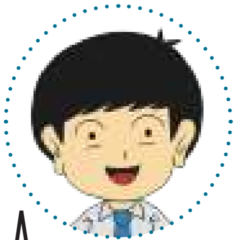
Here are what we will do. **First**, we will study the examples on how to write experience. **Second**, we will write a draft that tells an experience that has changed our life and another draft that tells our funny experience. We will write at least six sentences in each draft. **Then**, we will finalized our drafts into a good piece of writing and handwrite it on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Communicating

We will present our work.

Here are what we will do. **First**, we will read our own writing carefully. **Second**, we will memorize our writing so we don't read it when we present it. **Then**, we will practice in our group before we present it to the class. We will correct our friends' mistakes.



We will say the sentences loudly, clearly, and correctly.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

Chapter XII

Don't forget it, please!



We will learn to write short messages and notices in order :

- to get what we want, and
- to make other people do what we want.

Observing & Asking Questions

We will work in groups. We will learn to read a long note from a mother to her son.



Here are what we will do. **First**, we will listen carefully to our teacher reading the note. **Second**, we will repeat after our teacher, sentence by sentence. **Then,** in groups we will learn to tell**, not read**, the note to each other.

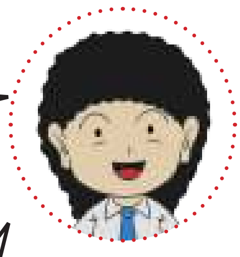
We will say the sentences loudly, clearly, and correctly.

- Wash the dishes straightaway after you finish eating.
- Sweep the floor twice a day, in the morning before you go to school and in the afternoon.
- You can play games, but make sure you do your homework first.
- Turn off the lights before you go to bed.
- You have a lot of fruits in the refrigerator. Eat enough fruit and vegetable every day.
- Don’t forget to water the plant in the afternoon.
- Always have breakfast before you go to school.
- Dry the towels on the line after you take a bath.
- Don’t make a mess. Put your dirty clothes in the basket.
- Make sure the backdoor is locked before you go to bed.
- Don’t forget to close the windows before you leave the house.
- Make the bed every morning.
- Mop the floor at least every two days.

Observing & Asking Questions

We will work in groups. We will identify the messages according to the time he has to do the activities.

Here are what we will do. **First**, we will study the examples carefully and copy them in our notebook. **Second**, we will identify the other messages and handwrite them in the right box.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions

To do in the morning:

1. Sweep the floor twice a day, in the morning before you go to school and in the afternoon.
2. ______________________________
   ____
3. ______________________________
   ____

To do in the afternoon:

1. ______________________________
   ____
2. ______________________________
   ____
3. ______________________________
   ____

To do in the evening/at night:

1. ______________________________
   ____
2. ______________________________
   ____
3. ______________________________
   ____

To do any time of the day:

1. ______________________________
   ____
2. ______________________________
   ____
3. ______________________________
   ____

Collecting Information

We will work in groups. We will rewrite the sentences in the note below. We will use capital letters and punctuation marks correctly.



Here are what we will do. **First**, we will study the example carefully. **Second**, we will discuss and decide where to use capital letters and put punctuation marks correctly. **Then**, we will handwrite them in our notebook.

We will use a dictionary to find the meaning of the words we don't know. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

1. mom i'm sorry i did not have time to wash the dishes before i went to school this morning i'll do it when i get home this afternoon

   Mom, I'm sorry I did not have time to wash the dishes before I went to school this morning. I'll do it when I get home this afternoon.

2. dad i am going to dayu's house we are going to do our homework i'll get home before six

   ____

   ____

3. dad i'm sorry i broke my door i fell on the door when i tripped over the stool would you fix it for me please

   ____

   ____

4. rina our group has to describe the backyard of the school we have to handwrite it on a piece of paper then we have to put it on the wall magazine

   ____

   ____

5. dad happy birthday i'm sorry i was still fast asleep when you left for work this morning thanks for being the best father i love you dad

   ____

   ____

Collecting Information

6. tom it is our turn to cook the dinner for the family today we have a lot of eggs a cabbage carrots shallots and tomatoes what if we make fried rice and scrambled eggs

____

____

7. grandma we will have a party to thank god for our new house on sunday will you stay with us for the whole weekend

____

____

8. winda i made a pudding last night you should have some with your breakfast it's in the fridge i put a lot of fruit in it

____

____

Reflecting



We will work in groups to reflect on our learning. We will discuss what we have learned.

✓ I know that I'm now learning to ______________________________

✓ I know that a good message is _____________________ and ______
____

Communicating

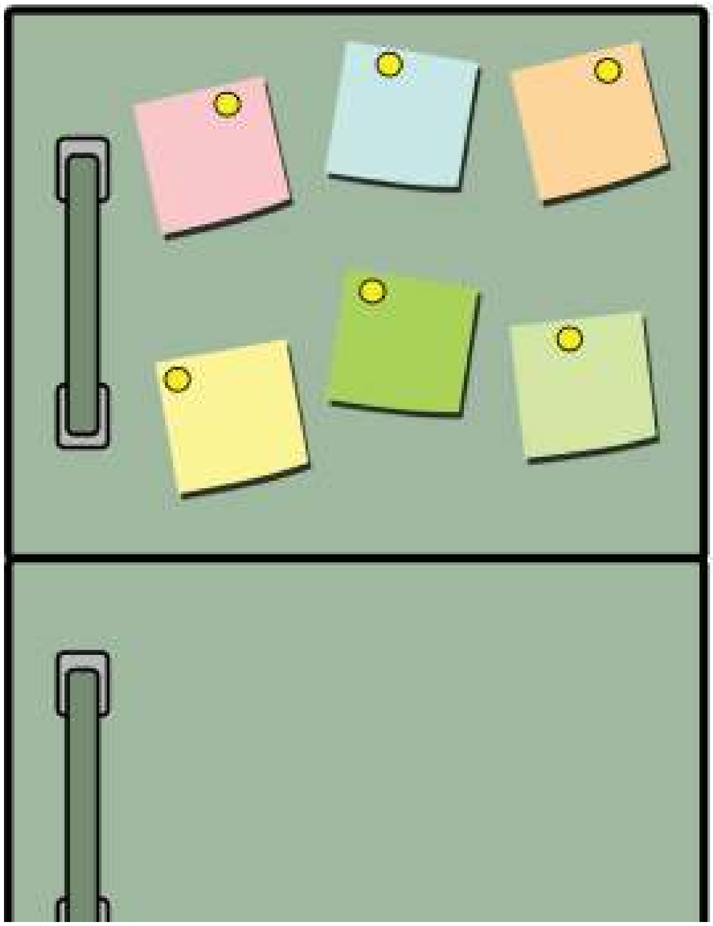
We will work in groups. We will learn to write three different notes, one for our brother, one for our sister and one for our parents.



Here are what we will do. **First**, in the group we will discuss to write on each note. **Second**, we will write the complete notes, one after another.

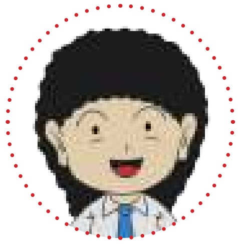
We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Communicating



Observing & Asking Questions

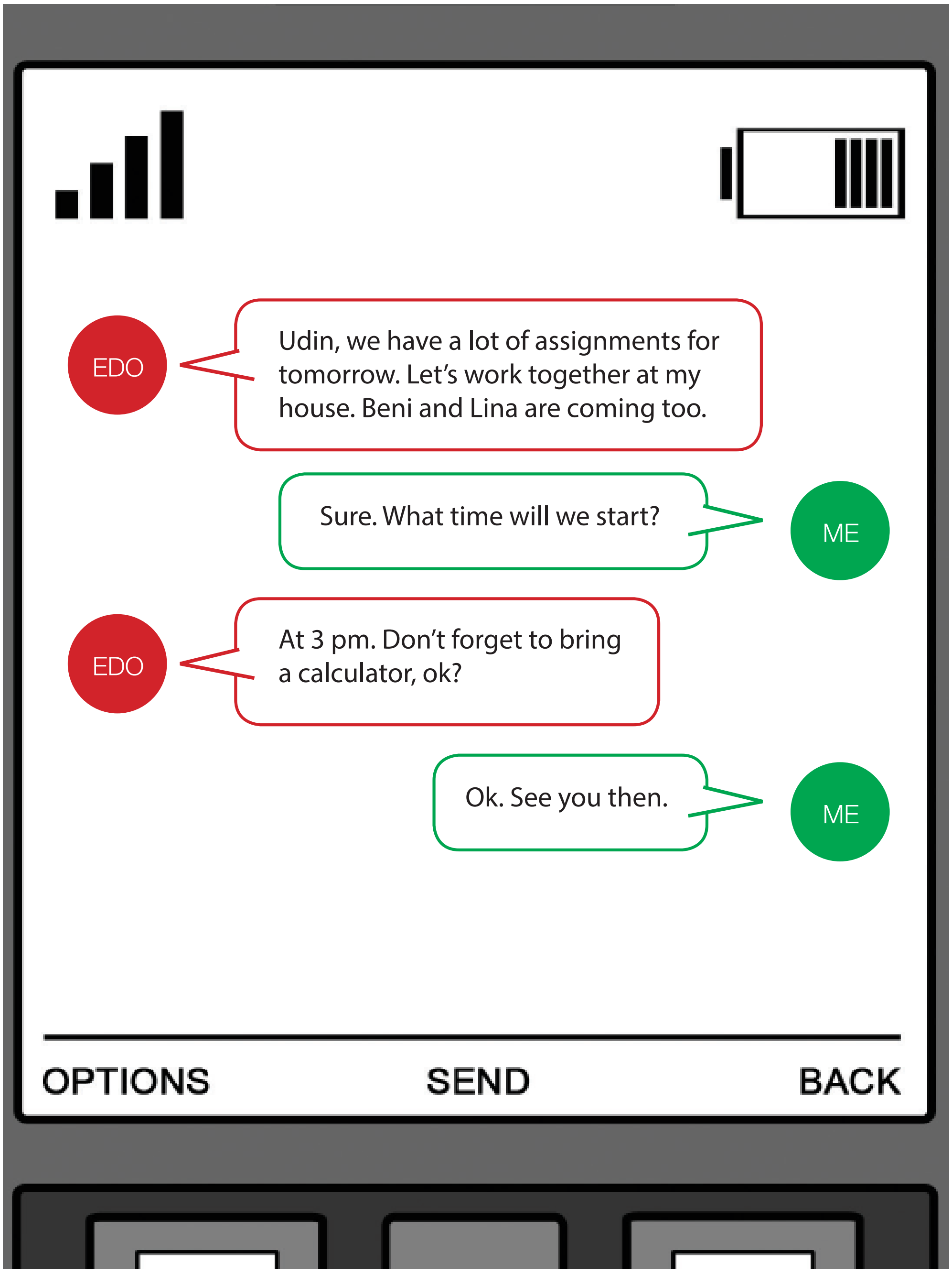
We will read the short telephone messages to each other in groups.



Here are what we will do. **First**, we will listen carefully to our teacher reading the the short telephone messages. **Second**, we will repeat the short telephone messages after our teacher, sentence by sentence. **Then**, in groups we will read the short messages to each other.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions



Communicating

We will work in groups. We will text our friends five different short messages based on the situations below.



Here are what we will do. **First**, we will discuss what we will say in our short messages. **Second**, we will write the messages in our notebook.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. A plan to ride on a bicycle to exercise on the weekend.
2. A plan to watch a video together in the afternoon.
3. A plan to do the Math homework together.
4. A plan to visit a sick friend in the hospital.
5. A plan to return a book.





Associating

We have learned to write personal messages. Now we will learn to read several messages for general audience (notices) to each other.

Here are what we will do. **First**, we will listen carefully to our teacher reading each notice. **Second**, we will repeat after our teacher, sentence by sentence. **Then**, in groups, we will read the notices to our friends. We will take turn and we will correct any mistakes we hear.



We will say the sentences loudly, clearly, and correctly.

- A flag ceremony will be held to celebrate our Independence Day, on Monday, 17 August. Attendance is compulsory.
- We will have all the exams next week. Please keep silent while the exams are in progress.
- Our class will have a walk to the bush next Saturday. We will start from the school at 6 am. Make sure you join the long walk. Don't forget to bring a big bottle of fresh water.
- All students of Grade 8 will have a study-tour at the end of the year, in November or December. Start saving up.
- Prepare yourself for the English Story Reading Competition. August 23-25, 2017. All are welcome!
- Don't forget we will have a Clean-up Day next Friday. Attendance is compulsory. Your class teacher will tell you what to bring to the event.

Associating

We will work in groups. We will learn to write the notices in the correct form.



Here are what we will do. **First**, we will study the example carefully. **Second**, we will handwrite the notices correctly on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

NOTICE

A flag ceremony will be held to celebrate our Independence Day, on Monday, 17 August. Attendance is compulsory.

14 August 2013

Yuni,
OSIS Chairman

Associating

We will work in groups. We will learn to read short notices that we often see around schools.

Here are what we will do. **First**, we will listen carefully to our teacher reading the notices. **Second**, we will repeat after our teacher, sentence by sentence. **Then**, in groups, we will read the notices to our friends. We will take turns and we will correct any mistakes we hear.



We will say the sentences loudly, clearly, and correctly.





Associating









Associating

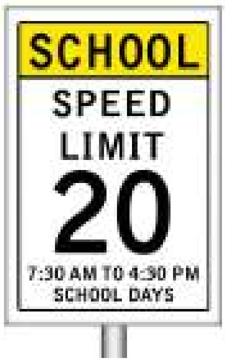












Associating

We will work in groups. We will learn to write the notices in the correct form.



Here are what we will do. **First**, we will study the example carefully. **Second**, we will handwrite the notices correctly on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

You can play in the school ground. But you must not bring your dog with you.

Cheers,
Irfan

Mom, when you see the Principal today, please turn off your hand phone.

Love,
Yuni

Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

___

___

___

The activities I like most were

___

___

___

The activities I found most difficult were

___

___

___

What I need to do better is/are

___

___

___

Chapter XIII

We got a lot of histories



We will learn:

- to get the message of a song.

Observing & Asking Questions

We will read the lyrics of a song. If we want, we can download the song from the internet. Here is a very good song about friendship and togetherness.



Here are what we will do with the song. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher reading the lyrics, meaningfully. **Third**, we will repeat the lyrics after the teacher, line by line. **Finally**, in groups, we will learn to read the lyrics to each other, meaningfully too.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

History

One Direction

You gotta help me, I'm losing my mind
Keep getting the feeling you wanna leave this all behind
Thought we were going strong
I thought we were holding on
Aren't we?

No, they don't teach you this in school
Now my heart's breaking and I don't know what to do
Thought we were going strong
Thought we were holding on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more, we can live forever

All of the rumors, all of the fights
But we always find a way to make it out alive
Thought we were going strong
Thought we were holding on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more, we can live forever

Observing & Asking Questions

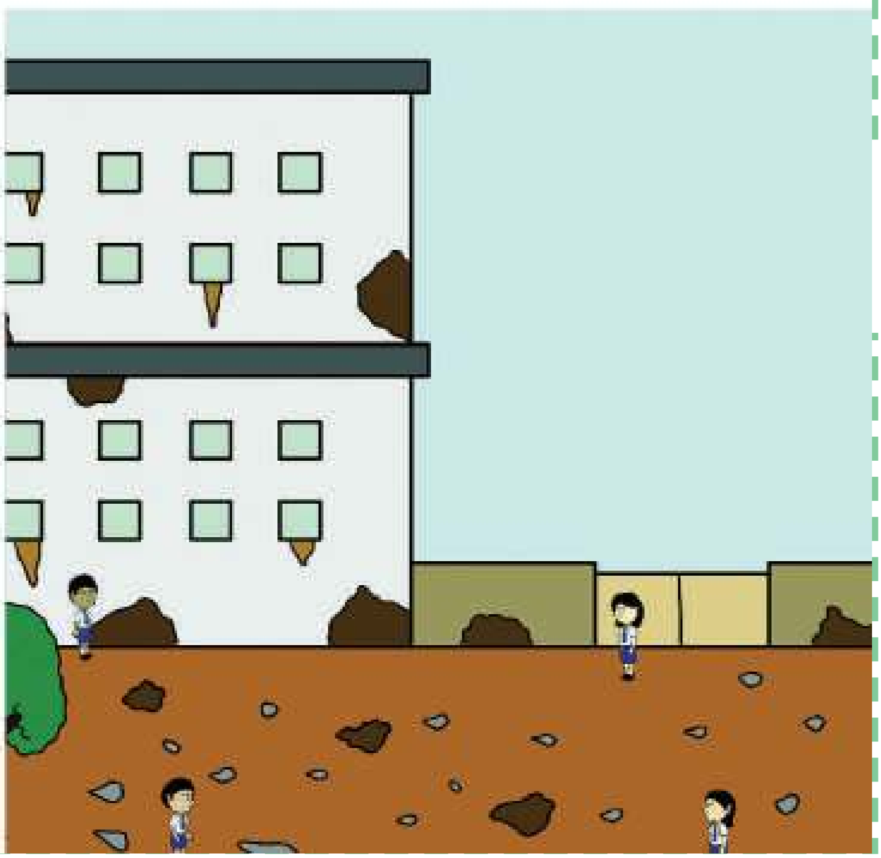
We will work in groups. We will read the lyrics very carefully to understand the message. We will use some sentences that will guide us to do it. The sentences contain important messages in the song.

Here are what we will do. **First**, we will read the examples and the guiding sentences carefully. **Second**, we will copy the examples and the guiding sentences to our notebooks. **Third**, we will discuss to find the parts of the lyrics that contain the given messages. **Then**, every one of us will handwrite the lyrics in our notebook. **Finally**, we will discuss the answers with our teacher.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.





Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

Questions to ask your teacher	
English	**Bahasa Indonesia**
How do you spell … ?	*Bagaimana Anda mengeja … ?*
"What does … mean?"	*Apa arti dari kata … ?*
How do you pronounce … /this word?	*Bagaimana cara Anda mengucapkan kata … /kata ini?*
Is this a noun or a verb/an adjective or an adverb?	*Apakah ini adalah kata benda atau kata kerja/sebuah kata sifat atau kata keterangan?"*
Does … mean the same as … ?	*Apakah memiliki arti yang sama dengan … ?*
What's the difference between … and …? (in meaning/pronunciation/spelling)	*Apa perbedaan antara … dan … ? (dalam arti, pengucapan, atau cara mengeja)*
Can you repeat that please?	*Dapatkan Anda mengulanginya?*
Can you say that one more time please?	*Dapatkah Anda mengucapkannya sekali lagi?*
Can you play the CD one more time?	*Dapatkah Anda memutar CD-nya sekali lagi?*
What does … stand for?	*Apa arti dari kata … ?*
Which syllable/word is stressed?	*Suku kata/kata mana yang memiliki penekanan?*
How many syllables does it have?	*Berapa banyak suku kata yang dimilikinya?*
Sorry I missed the last class.	*Maaf, saya tidak masuk di pertemuan sebelumnya.*
Can you tell me which part I missed?	*Dapatkah Anda memberi tahu bagian mana yang saya lewatkan?*

What was the homework?	*Apa pekerjaan rumah (pada pertemuan yang lalu)?*
What should I do to catch up?	*Apa yang dapat saya lakukan untuk mengejar ketertinggalan?*
Sorry, I'm late.	*Maaf saya terlambat.*
How can I improve my speaking/ listening/fluency/vocabulary?	*Bagaimana saya dapat mengingkatkan kemampuan berbicara/mendengarkan/ kelancaran/kosa kata?*

Telling your teacher about classroom problems	
English	**Bahasa Indonesia**
I'm afraid I can't see the board/read that word/hear the CD/understand the last part.	*Maaf, saya tidak dapat melihat papan tulis/ membaca katanya/mendengar CD/ mengerti bagian terakhir.*
I can't understand that grammar.	*Saya tidak dapat mengerti tata bahasa itu.*
I can't understand the difference between those two (words/sentences/ examples/tenses.	*Saya tidak mengerti perbedaan antara kedua bagian ini (kata/kalimat/contoh/ tenses).*
I can't understand that person's accent/ that joke.	*Saya tidak dapat mengerti aksen orang ini/candaan ini.*
We don't understand how to play the game.	*Kami tidak mengerti bagaimana harus bermain permainan ini.*
What should we do?	*Apa yang harus kami lakukan?*

When playing games with your partner	
English	**Bahasa Indonesia**
Who wants to go first?	*Siapa yang akan pergi terlebih dahulu?*
After you.	*Silakan kamu duluan.*
Ladies first.	*Perempuan terlebih dahulu.*
It's your turn./You're next.	*Silakan giliranmu./Kamu selanjutnya.*

Who's next?/Whose turn is it?	*Siapa selanjutnya?/Bagian siapa sekarang?*
Can you pass me the dice/pack of cards/ worksheet please?	*Dapatkah kamu memberikanku dadu/ setumpuk kartu/lembar kerja?*
Do you understand what we have to do?	*Apakah kamu mengerti apa yang harus kita lakukan?*
Can you explain the grammar/game/ vocabulary for me?	*Dapatkah kamu menjelaskan tata bahasa/ permainan/kosa kata untuk saya?*

To continue conversations with your partner	
English	**Indonesian**
Really?/That's interesting. Tell me more.	*Benarkah?/itu sangat menarik. Beri tahukan saya lebih banyak.*
Why do you think so?	*Mengapa kamu berpikir seperti itu?*
Do you want to ask me a question?	*Maukah kamu menanyakan beberapa pertanyaan?*

Daftar Pustaka

Azar, B.S. (2009). *Understanding and Using English Grammar*. London: Pearson Longman.

Allan, G. (2011). *Intertextuality (2nd Edition)*. Abingdon: Routledge.

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.

Bradford, A. (2007). *Motivational Orientations in under-researched FLL Contexts: Findings From Indonesia*. RELC Journal. 38(3): 302-323

Bybee, J. (2010). *Language, Usage and Cognition*. Cambridge: Cambridge University Press.

Callaghan, M. & Rothery, J. (1988). *Teaching Factual Writing*. Sydney, Metropolitan East Disadvantaged Schools Program.

Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English Grammar and Usage*. Cambridge: Cambridge University Press.

Celce-Murcia, M., Dörnyei, S. dan Thurrell, S. (1995). *Communicative Competence: A Pedagogically Motivated Model with Content Specifications. Issues in Applied Linguistics*. 6(2): 5-35.

Christie, F. & Derewianka, B. (2008). *School Discourse*. London: Continuum.

Crystal, D. (2003). *English as A Global Language*. Cambridge: Cambridge University Press.

Derewianka, B. & Jones, P. (2012). *Teaching Language in Context*. Melbourne: Oxford University Press.

Emilia, E. (2012). *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru.* Bandung: Rizqi Press, Indonesia.

Gerot, L. dan P. Wignell. (1995). *Making Sense of Functional Grammar*. Sydney: Antepodean Educational Enterprises.

Gibbons, P. (2009). *Scaffolding Language and Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Porthsmouth NH: Heineman.

Graddol, D. (2000). *The future of English*. The British Council. http://www.ocolclo.gc.ca/docs/f/Future_of_English. pdf, dibuka Selasa, 28 Desember 2010, jam 05.05.

Guariento, W. & Morley, J. (2001). *Text and Task Authenticity in The EFL Classroom.* ELT Journal. 55 (4): 347–353.

Gusrayani, D. (2013) *Teaching English for Young Learners: Sebuah Telaah Konsep Mengajar Bahasa Inggris kepada Anak-Anak*. Sumedang: UPI Kampus Sumedang.

Halliday, M.A.K. (1978). *Language as Social Semiotic*. London: Edward Arnold.

Halliday, M.A.K. (1985). *A Spoken and Written Language*. Geelong: Deakin University Press.

Halliday, M. A. K. (1985b). *Part A. In M.A.K. Halliday and R. Hasan. Language, Context, and Text: Aspects of Language in A Social-semiotic Perspective*. Geelong, Vic.: Deakin University.

Halliday, M.A.K. & Matthiessen, C. (2004). *An Introduction to Functional Grammar*. Third Edition. London: Arnold.

Humphrey, S., Love, K., & Droga, L. (2011). *Working Grammar: An Introduction for Secondary English Teachers*. Sydney: Pearson Australia.

Joyce, deSilva, H. & Feez, S. (2012). *Text-based Language Literacy Education: Programming and Methodology*. Putney, NSW: Phoenix Education.

Keller, E. & S. T. Warner. (1988). *Conversation Gambits*. Inggris: Language Teaching Publications.

Kern, R. (2000). *Literacy and Language Teaching*. Oxford: Oxford University Press.

Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching.* Cambridge: Cambridge University Press.

Kress, G. (1993). *Genre as A Social Process*. Dalam B. Cope, & M. Kalantis. (Ed.). *The Powers of Literacy: A Genre-based Approach to Teaching Writing*. London: The Falmer Press.

Leech, G. & Svartvik, J. (2002). *A Communicative Grammar of English (3rd Edition)*. New York: Routledge.

Lee, W. (1995). *Authenticity revisited: text authenticity and learner authenticity*. *ELT Journal 49* (4): 323-328.

Little, D., S. Devitt, dan D. Singleton. (1988). *Autentic Texts in Foreign Language Teaching: Theory and Practice*. Dublin: Authentic.

Martin, J. R. (1984). *Language, Register and Genre.* Dalam Christie, F. (Ed.) *Children Writing – Course Readings*, Geelong: Deakin University Press.

Martin, J. R. & Rose, D. (2008). *Genre Relations: Mapping Culture.* London: Aquinox.

Nosich, R. M. (2001). *Learning to Think Things Through: A Guide to Critical Thinking in the Curriculum*. New Jersey: Prentice-Hall, Inc.

Nunan D. (1988). *The Learner-centered Curriculum*. Cambridge: Cambridge University Press.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Vygotsky, L. S. (1978). *Mind in Society: the Development of Higher Psychological Processes.* Cambridge, Mass.: Harvard University Press.

Wells, B. (1987). *Appreticeship in Literacy.* Interchange 18(1): 109-123.

Wells, G. (1999). *Dialogic Inquiry: Towards a Sociocultural Practice and Theory of Education (2nd Ed.)*. Melbourne: Cambridge University Press.

Williams, G. (1993). *Using Systemic Grammar in Teaching Young Learners.* Dalam L. Unsworth. (Ed.). *Literacy Learning and Teaching: Language as Social Practice in Primary School*. Melbourne: Macmillan Education Australia.

Young, L. dan Fitzgerald, B. (2006*). The Power of Language: How Discourse Influences Society.* London: Equinox.

Profil Penulis

Nama Lengkap : Siti Wachidah, Ph.D.
Telp. Kantor/HP : 021-4896706 / 081319402577
E-mail : wachidahdjawad@yahoo.co.id
Alamat Kantor : Gedung O,
Kampus Universitas Negeri Jakarta,
Jln. Rawamangun Muka,
Jakarta Timur 13220
Bidang Keahlian: Pendidikan Bahasa Inggris



Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. 1989—sekarang: Dosen Prodi Pendidikan Bahasa Inggris, UNJ
2. 2001—sekarang: Konsultan Pendidikan Bahasa Inggris

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S3: *Teaching of English to Speakers of other Languages* (TESOL) (1996-2001)
2. S2: *Teaching of English to Speakers of other Languages* (TESOL) (1993-1994)
3. S1: Pendidikan Bahasa Inggris (1976-1982)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII, Kemdikbud (2013)
2. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII, Kemdikbud (2013)
3. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemdikbud (2014)
4. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemdikbud, 2014
5. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemdikbud (2014)
6. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemdikbud (2014)
7. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas IX, Kemdikbud (2015)
8. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas IX, Kemdikbud (2015)
9. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2016), Kemdikbud (2016)
10. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2016), Kemdikbud, 2016

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. "Wacana interaktif kelas antara guru dan siswa Kelas 1, 2, 3 SD dalam proses pembelajaran tematik", yang diterbitkan dalam *Jurnal Pendidikan Dasar* volume 11(1), tahun 2010.
2. "Tipe proses dalam berbagai teks dalam koran serta pengungkapannya dengan kelas kata verba bahasa Indonesia", yang diterbitkan dalam jurnal ilmiah *Linguistik Indonesia*, volume 28(2), tahun 2010
3. "Plagiarisme dalam kata-kata mahasiswa: Analisis teks dengan pendekatan fungsional" yang diterbitkan dalam jurnal ilmiah *Linguistik Indonesia* volume 31(2), tahun 2013.

Nama Lengkap : Asep Gunawan, S.Pd.
Telp. Kantor/HP : 085 222 500 529
E-mail : asepgunawan2829@gmail.com
Akun Facebook : Asep Taufik Jamaludin Gunawan
Alamat Kantor : Jl. Garu 7 No. 18A, Babakan Sari, Kiaracondong, Bandung
Bidang Keahlian: Pendidikan Bahasa Inggris



Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. Wakil Kepala Sekolah bidang Kurikulum dan Guru *General English* TK-SD Al Irhaam Global Islamic School, Bandung (2009-2011)
2. Pendiri dan Kepala Sekolah Mentari Preschool, Sumedang (2011-2014)
3. Asisten Dosen di UPI Kampus Sumedang, STMIK Sebelas April Sumedang, dan Universitas Terbuka (2011-2012)
4. Dosen Bahasa Inggris di STBA Sebelas April Sumedang (2012-2014)
5. Instruktur Bahasa Inggris di NASA Airline Education Center, Bandung (2014-sekarang)
6. *CoFounder* dan Pengajar di Edu One Learning, Bandung (2015-sekarang)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S1: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Pendidikan Indonesia (2004-2009)
2. S2: Pendidikan Bahasa Inggris, Sekolah Pascasarjana, Universitas Pendidikan Indonesia (2014-sekarang)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII, Kemdikbud (2013)
2. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII, Kemdikbud (2013)
3. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemdikbud (2014)
4. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemdikbud (2014)
5. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemdikbud, (2014)
6. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemdikbud (2014) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2016), Kemdikbud (2016)
7. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2016), Kemdikbud, 2016

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. *Exploring Presentation Skills of Elementary School English Teachers with Different Educational Backgrounds* (2009)
2. *English and Children are not Nightmares* (2009)
3. *Proud to be Us as English Teachers* (2011)
4. *Adult Learners' Performances of Cambridge Young Learners Listening Test* (2015)
5. *Frame Factors in Integrating English and Islamic Value into Theme-Based Learning at Elementary School* (2015)
6. Integrasi Pembelajaran Muatan Nasional dengan Pengetahuan Global dan Karakter Islami (2015)
7. *Tongue Twister: A Tool to Improve Promoting Our Country* (2015)

Nama Lengkap : Diyantari, M. App. Ling.
Telp. Kantor/HP : 021-4896706/08561580069
E-mail : dy_unj@yahoo.com
Akun Facebook : Diyan Tari
Alamat Kantor : Jl. Rawamangun Muka, Kampus A,
Universitas Negeri Jakarta
Bidang Keahlian: Pendidikan Bahasa Inggris



Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. 2015-2016 : Dosen di Program Studi Sastra Inggris Universitas Negeri Jakarta
2. 2007-2016 : Guru di Optima Language Universitas Yarsi, Jakarta
3. 2004-2005 : Staf di UNJ Language Center

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S2 : *Applied Linguistics* La Trobe University, Melbourne, Australia (2010-2012)
2. S1 : Sastra Inggris Universitas Diponegoro (2009-2014)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. English in Business Discourse (2015)
2. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas IX, Kemdikbud (2015)
3. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas IX, Kemdikbud (2015)
4. Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2016), Kemdikbud (2016)
5. Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2016), Kemdikbud, 2016

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Diskursus Poskolonial Indonesia dalam *Child of All Nations dan Anak Semua Bangsa*: Sebuah Studi Wacana Kritis (2014)
2. *Creating a Mutual Understanding that Leads to a Better Local and International Students' Relationship in Melbourne, Australia* (2013)
3. *Reading: Take Away the 10-question Syndrome from Our Students* (2010)
4. *Self-Designed Classroom Project in Teacher Training* (2010)

Selain mengajar, penulis pun kerap terlibat dalam pengembangan pedoman dan menjadi juri di berbagai lomba bagi guru dan peserta didik di tingkat nasional. Penulis kerap menjadi penyaji di berbagai seminar baik nasional maupun internasional. Penulis juga terlibat dalam komunitas *Academic Arisan*, yang mengadakan *workshop* gratis tentang hal-hal yang menyangkut pembelajaran untuk guru-guru di Jakarta, Bogor, Depok, Tangerang, dan Bekasi.

Profil Penelaah

Nama Lengkap : Helena Indyah Ratna Agustien, M.A., Ph.D
Telp. Kantor/HP : 024.8508010 / 0821 3657 8888
E-mail : hagustien@yahoo.com /Helena.agustien@gmail.com
Akun Facebook : helena.agustien
Alamat Kantor : FBS-Gedung B 8, Kampus Sekaran, Gunung Pati Semarang 50229
Bidang Keahlian: Applied linguistics: Curriculum, Second Language Acquisition, Grammar in Discoourse

Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. Dosen jurusan bahasa Inggris, FBS, Unnes (1980 - sekarang)
2. Language specialist, SEAMEO-RELC, Singapore (2008-2011)
3. Ketua Prodi Bhs. Inggris Program Pasca Sarjana, Unnes (2004-2008)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S3: *Applied Linguistics* Macquarie University (1994-1997)
2. S2: *Applied Linguistics* Macquarie University (1991-1993)
3. S1: Pendidikan Bahasa Inggris IKIP Malang (1977-1979)

Judul Buku yang Pernah Ditelaah (10 Tahun Terakhir):

1. Anggota Board of Editors Jurnal Internasional AsiaTEFL, Seoul, Korea (2015-sekarang)
2. Reviewer Jurnal Internasional RELC, Singapura (2008-sekarang)
3. Reviewer Jurnal Nasional TEFLIN, UM, Malang (2008-sekarang)
4. Editor Jurnal Language Circle, Unnes, Semarang (2007-sekarang)
5. Reviewer Jurnal PAROLE, Universitas Diponegoro, Semarang (2016)
6. Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013 (2015-2016)
7. Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013 (2014)
8. Menelaah /Menguji Naskah Desertasi Doktor National Australia University (2013)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

Tidak ada

Lahir di Malang 16 Januari 1953. Menikah dan memiliki 2 anak. Menetap di Semarang sejak 1980 karena menjadi dosen UNNES. Tahun 2003 merancang kurikulum bahasa Inggris berbasis kompetensi (KBK) yang dikenal sebagai KBK / KTSP. Pernah bekarja di SEAMEO RELC Singapura sebagai language specialist mulai tahun 2008 sampai 2011. Sering menjadi nara sumber untuk berbagai pertemuan ilmiah dan pembicara utama (*key note dan plenary speaker*) dan pembicara utama di konferensi internasional dan nasional. Sering menjadi dosen tamu di berbagai universitas. Pernah menjadi penguji eksternal desertasi S3 untuk kandidat doktor di National University of Australia, Canberra. Pernah menjadi ketua laboratorium, ketua jurusan Bahasa Inggris, Kaprodi Bahasa Inggris, Pasca Sarjana, Unnes. Bersekolah dan mengikuti program beasiswa di Jepang, Australia dan Amerika Serikat.

Profil Editor

Nama Lengkap : Drs. Singgih Prajoga, M.Pd.
Telp. Kantor/HP : 0213804248, 08159603995
E-mail : singgihprjg@gmail.com
Akun Facebook : Singgih Prajoga
Alamat Kantor : Jl. Gunung Sahari Raya 4 Jakarta Pusat
Bidang Keahlian: Bahasa dan Sastra Inggris/Manajemen Pendidikan

Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. Pengembang Perbukuan pada Bidang Perbukuan, Pusat Kurikulum dan Perbukuan, Balitbang Kemdikbud (2010-sekarang)
2. Pembantu Pimpinan pada Pusat Perbukuan, Sekretariat Jenderal Kemdikbud. (1994 – 2010)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S2 : Manajemen Pendidikan Universitas Negeri Jakarta (2004-2007)
2. S1 : Fakultas Sastra/Bahasa dan Sastra Inggris Universitas Negeri Jember (1983-1988)

Judul Buku yang Pernah Diedit (10 Tahun Terakhir):

1. Bahasa Inggris SMP dan SMA
2. Bahasa Inggris Buku-Buku Pendidikan
3. Bahasa Inggris untuk Umum
4. Bahasa Indonesia SD, SMP, dan SMA

Pernah mendapatkan pelatihan dan menghadiri seminar di Singapura, Malaysia, Jepang, Korea Selatan, Amerika Serikat, Jerman, Meksiko, dan Dubai.

Profil Ilustrator

Nama Lengkap : Rio Ari Seno S.Sn.
Telp. Kantor/HP : 0856 9754 4072
E-mail : rio2161987@gmail.com
Akun Facebook : www.facebook.com/rio.ari.seno
Alamat Kantor : Jl. Palmerah Barat No. 8, Jakarta 12210
Bidang Keahlian: Ilustrasi & Desain Grafis

Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. Desainer Grafis Majalah Tempo (2014-Sekarang)
2. Freelance Graphic Designer & Ilustrator (2008–2013)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

- S1: Desain Desain Komunikasi Visual (Peminatan ilustrasi) Institut Kesenian Jakarta

Judul Buku yang Pernah Dibuat Ilustrasi (10 Tahun Terakhir):

- Makhluk Mitos Dunia Air

RAIH IMPIANMU TANPA NARKOBA.